

Report on Feedback of Students, Alumni, Parents and Employers for the AY 2022-23

Table.1

Distribution of opinions of students on the relevance of course structure to the course objectives

YEAR	RATING	GROUPS AND COURSES									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	2	1	4
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	0	0	0	1	1	1	0	4	2	9
	VERY GOOD	1	4	3	2	3	4	3	8	6	34
	EXCELLENT	3	3	4	3	4	5	7	9	9	47
2	POOR	0	0	0	0	0	0	0	2	1	3
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	1	1	1	0	5	2	10
	VERY GOOD	2	4	3	2	4	3	3	7	7	35
	EXCELLENT	2	4	5	4	4	4	6	7	10	46
3	POOR	0	0	0	0	0	0	0	2	0	2
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	0	0	0	1	1	1	0	5	4	12
	VERY GOOD	1	3	4	2	3	4	3	7	7	34
	EXCELLENT	3	5	6	3	4	5	7	9	12	54
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 1 depicts the distribution of opinions of different students of the college from various groups over three years on the relevance of the course structure to the course objectives. It is obvious from the above table that the majority of the students 147 out of 302 opined that the relevance of the course structure to the course objectives is excellent, followed by 103 students who felt that the relevance of the course structure to the course objectives is very good, 31 students perceived that the relevance of the course structure to the course objectives is good, 12 students felt that the relevance of the course structure to the course objectives is average and very fewer students nine out of 302 expressed their opinion that the relevance of the course structure to the course objectives is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the relevance of course structure to the course objectives

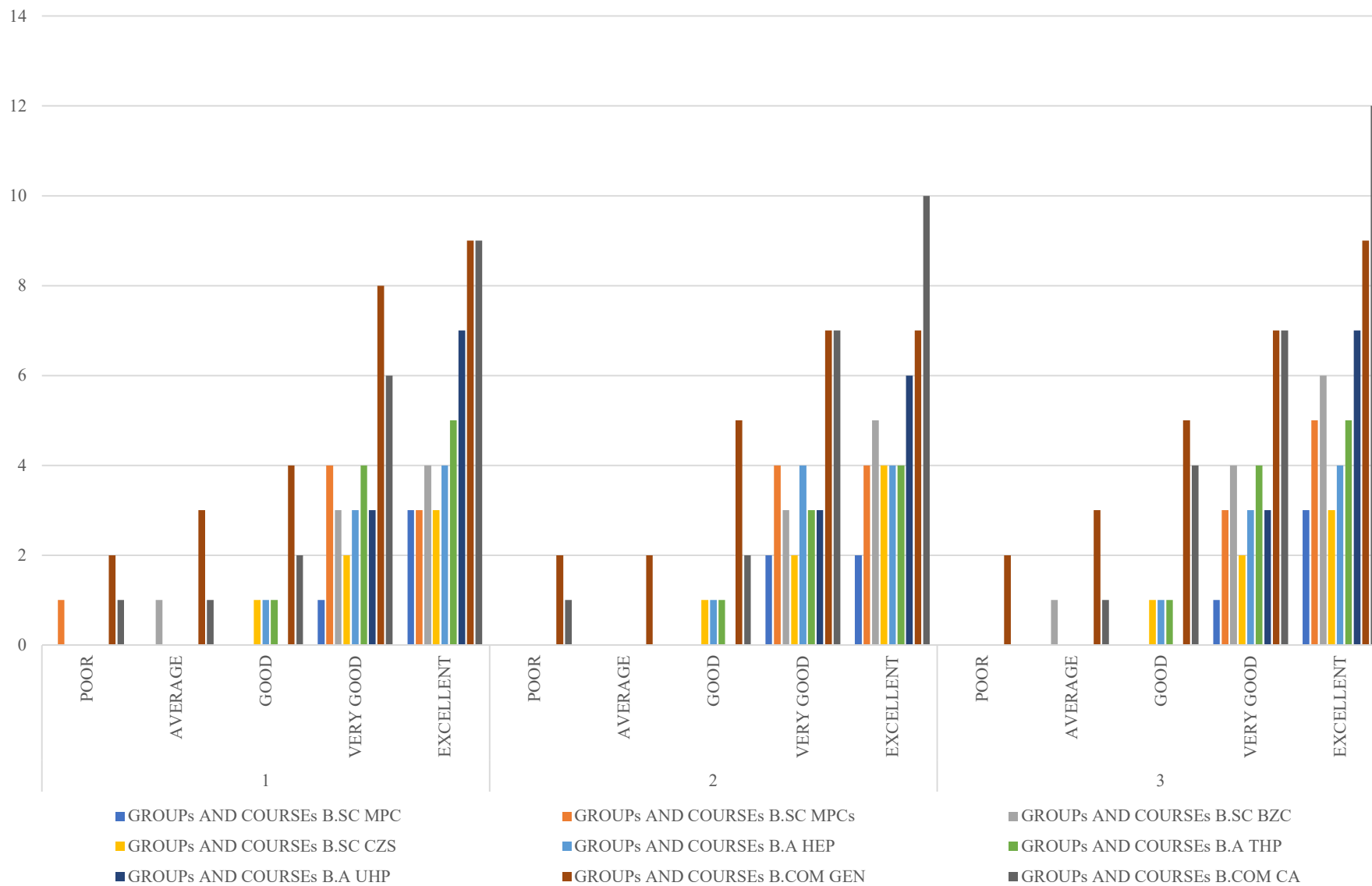


Table.2**Distribution of perceptions on the scope for skill development/employability/entrepreneurship in the course offered**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	1	0	2
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	0	0	0	1	2	2	0	5	2	12
	VERY GOOD	2	3	4	3	2	3	4	7	7	35
	EXCELLENT	2	4	3	2	4	5	5	10	9	44
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	2	1	3
	GOOD	0	0	0	1	2	2	0	5	2	12
	VERY GOOD	2	3	4	3	2	3	4	8	8	37
	EXCELLENT	2	5	4	3	5	3	5	7	9	43
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	0	0	1	1	2	2	0	6	2	14
	VERY GOOD	2	4	4	3	3	3	5	7	9	40
	EXCELLENT	2	4	5	2	4	4	6	9	12	48
TOTAL		12	24	27	19	26	27	29	75	63	302

Source: Student Satisfaction Survey Data

Table 2 depicts the distribution of perceptions of different students of the college from various groups over three years on the scope for skill development/employability/entrepreneurship in the course offered. It is obvious from the above table that the majority of the students 135 out of 302 opined that the scope for skill development/employability/entrepreneurship in the course offered is excellent, following that 112 discoursed that the scope for skill development/employability/entrepreneurship in the course offered is very good, 38 students perceived that the scope for skill development/employability/entrepreneurship in the course offered is good, 13 students felt that the scope for skill development/employability/entrepreneurship in the course offered is average and very fewer students five out of 302 expressed their opinion that the scope for skill development/employability/entrepreneurship in the course offered is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the scope for skill development/employability/entrepreneurship in the course offered

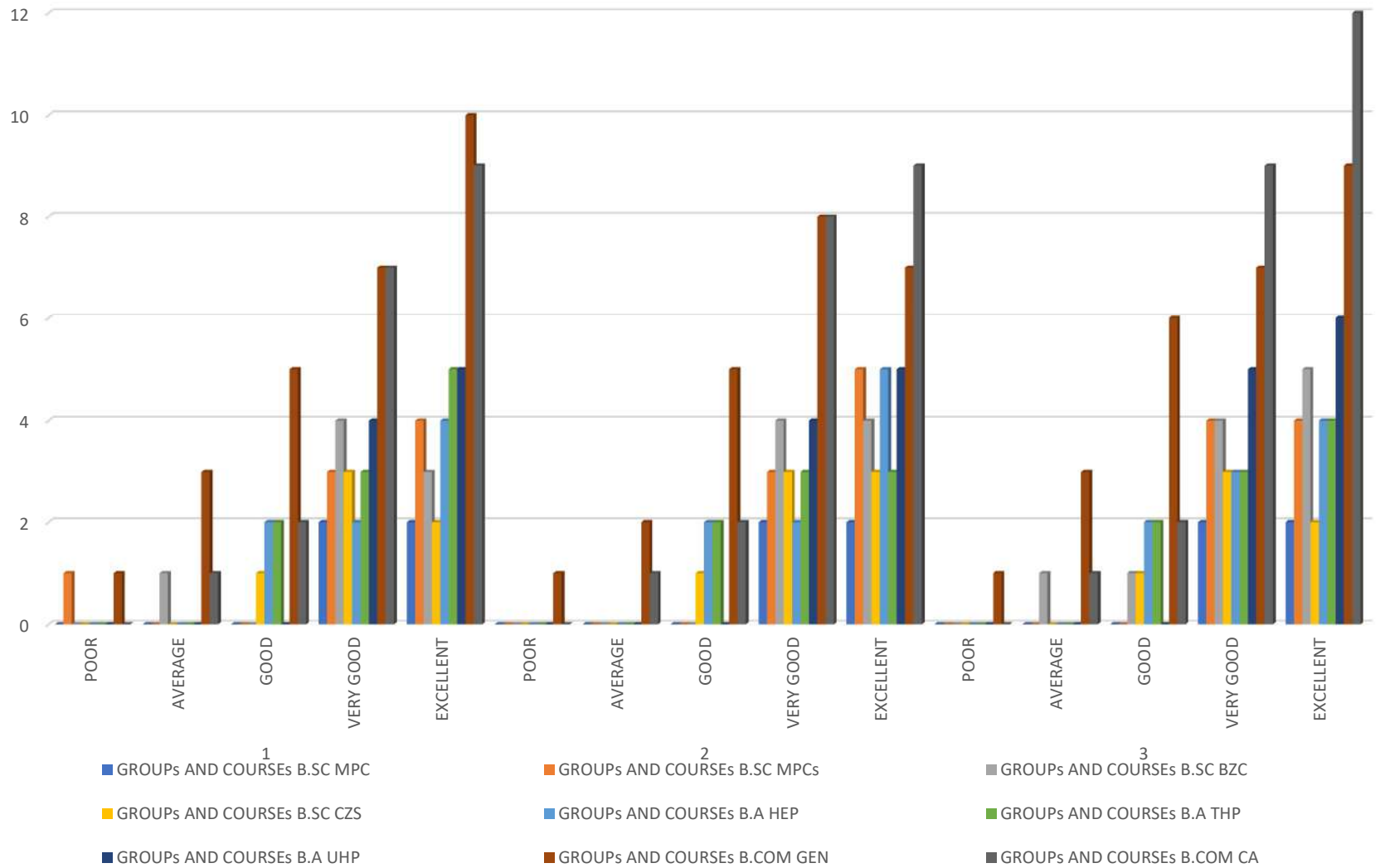


Table.3**Distribution of opinions on the research orientation in the course design**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	1	0	2
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	1	1	1	2	2	2	1	5	3	18
	VERY GOOD	1	3	2	1	2	3	3	7	7	29
	EXCELLENT	2	3	4	3	3	5	6	10	8	44
2	POOR	0	0	0	0	0	0	0	2	0	2
	AVERAGE	0	0	0	0	0	0	0	3	1	4
	GOOD	0	1	1	1	2	2	0	4	2	13
	VERY GOOD	1	3	2	3	3	3	3	6	8	32
	EXCELLENT	3	4	5	2	5	3	6	8	9	45
3	POOR	0	0	0	1	0	0	0	1	0	2
	AVERAGE	0	0	1	0	0	0	0	4	1	6
	GOOD	0	1	1	2	2	2	0	6	3	17
	VERY GOOD	2	3	4	1	3	4	3	7	9	36
	EXCELLENT	2	4	5	3	3	4	7	8	11	47
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 3 depicts the distribution of opinions of different students of the college from various groups over three years on the research orientation in the course design. It is understandable from the above table that the majority of the students 136 out of 302 opined that the research orientation in the course design is excellent, following 97 discussed that the research orientation in the course design is very good, 48 students perceived that the research orientation in the course design is good, 15 students felt that the research orientation in the course design is average and very fewer students six out of 302 expressed their opinion that the research orientation in the course design is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the research orientation in the course design

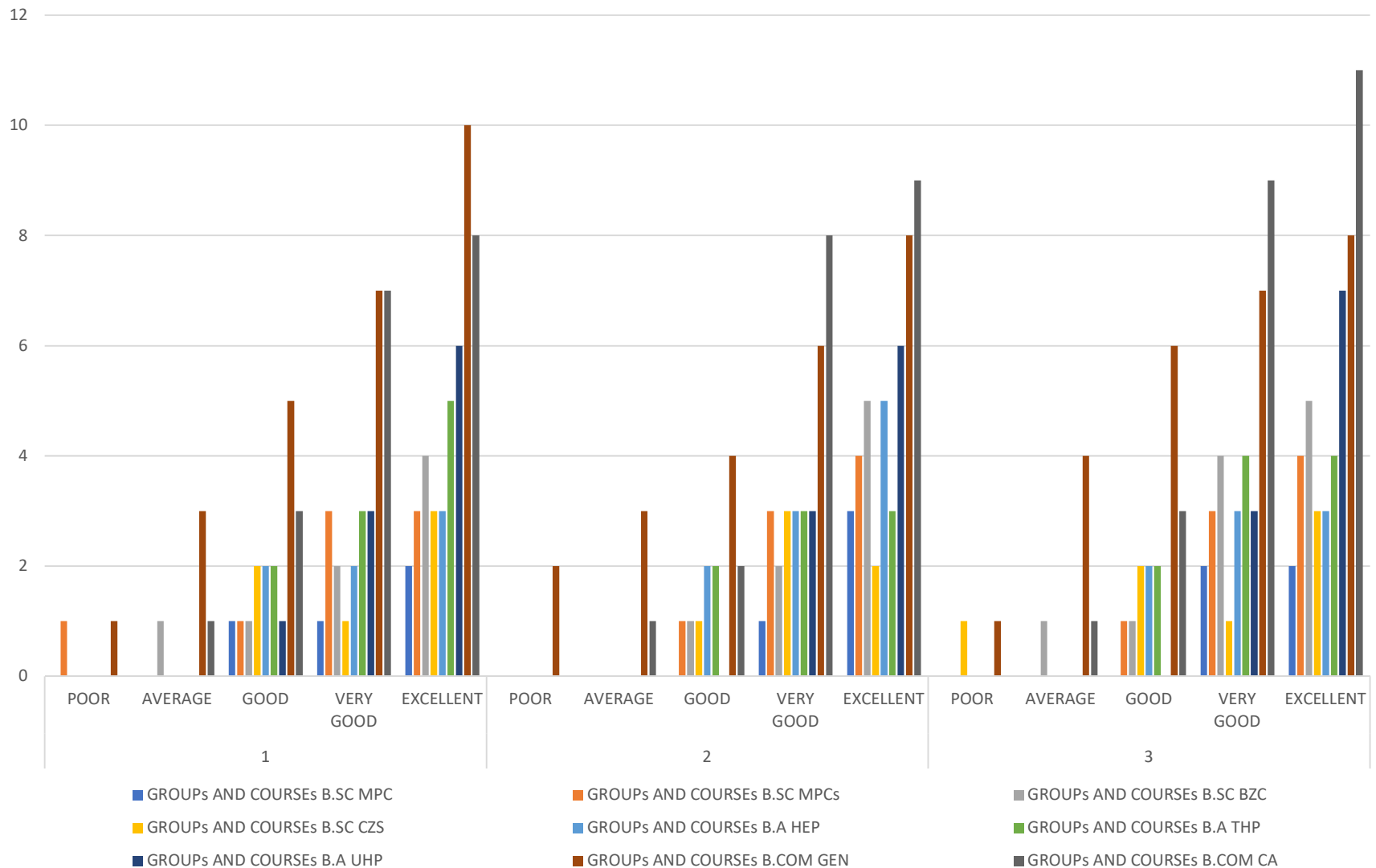


Table.4**Distribution of perceptions on the structure of the CBCS curriculum**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	3	1	5
	AVERAGE	0	0	1	0	0	0	0	3	1	5
	GOOD	0	0	1	1	2	1	0	4	3	12
	VERY GOOD	2	3	2	1	3	3	4	7	6	31
	EXCELLENT	2	4	3	4	3	6	6	8	8	44
2	POOR	0	0	0	0	0	0	0	2	1	3
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	1	2	2	0	6	2	13
	VERY GOOD	1	3	4	3	3	3	4	7	8	36
	EXCELLENT	3	5	5	3	4	3	5	8	9	45
3	POOR	0	0	0	0	0	0	0	2	0	2
	AVERAGE	0	0	1	0	0	0	0	2	2	5
	GOOD	0	0	1	1	2	2	0	6	3	15
	VERY GOOD	2	4	3	2	3	4	4	7	8	37
	EXCELLENT	2	4	6	3	3	4	6	8	11	47
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 4 depicts the distribution of perceptions of different students of the college from various groups over three years on the structure of the CBCS curriculum. It is obvious from the above table that the majority of the students 136 out of 302 opined that the structure of the CBCS curriculum is excellent, following 104 discussed that the structure of the CBCS curriculum is very good, 40 students perceived that the structure of the CBCS curriculum is good, 12 students felt that the structure of the CBCS curriculum is average and very fewer students ten out of 302 expressed their opinion that the structure of the CBCS curriculum is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram on distribution of opinions of the students on the structure of the CBCS curriculum

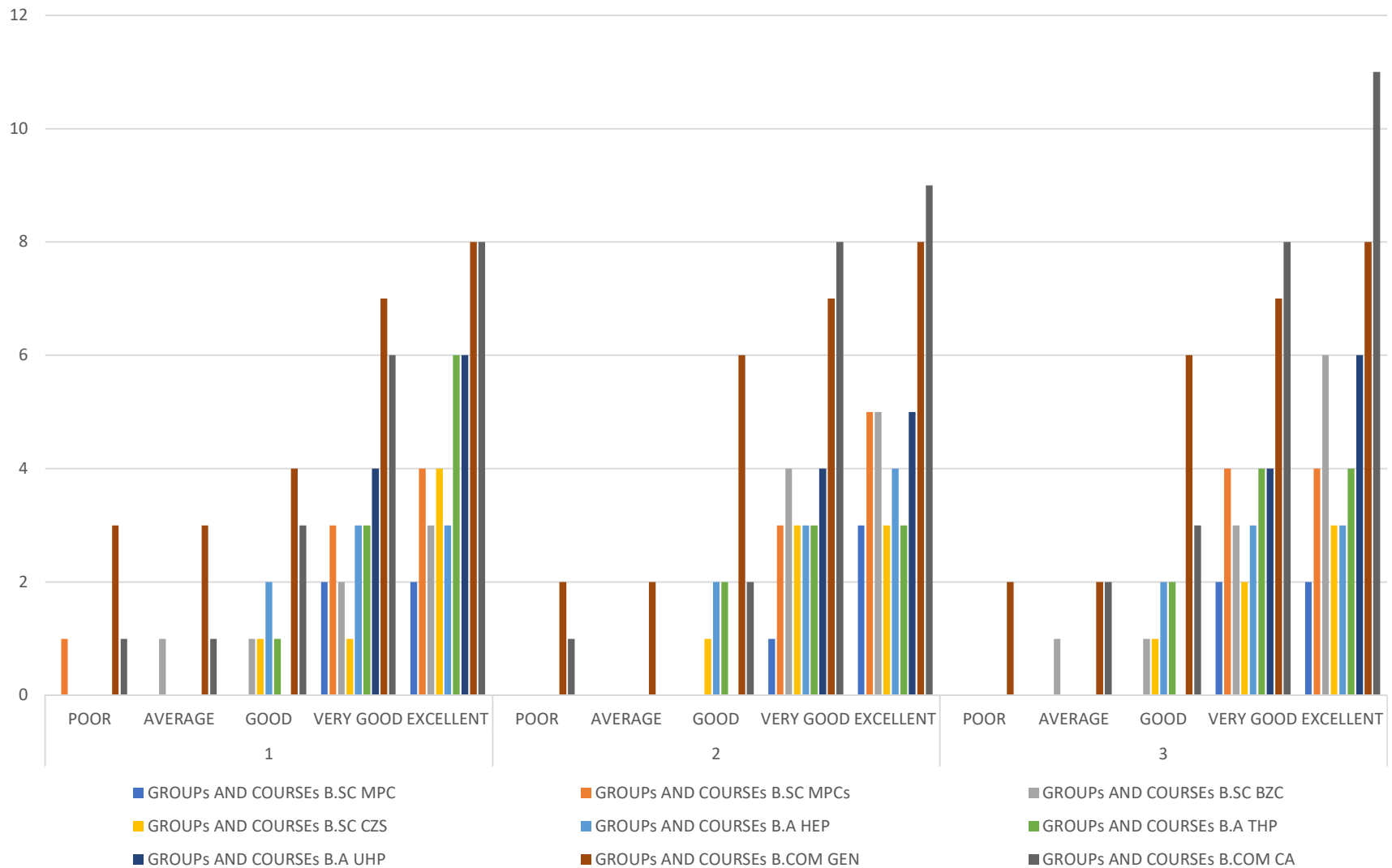


Table.5**Distribution of perceptions on the pattern of curriculum evaluation**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	1	0	2
	AVERAGE	0	0	1	0	0	0	0	4	1	6
	GOOD	1	0	1	2	2	2	0	5	3	16
	VERY GOOD	1	3	2	2	2	3	4	7	5	29
	EXCELLENT	2	4	4	2	4	5	6	6	10	43
2	POOR	0	0	0	0	0	0	0	2	0	2
	AVERAGE	0	0	0	0	0	0	0	4	0	4
	GOOD	1	0	1	1	1	1	0	4	3	12
	VERY GOOD	1	3	2	3	3	2	2	8	8	32
	EXCELLENT	2	5	5	3	5	5	7	8	9	49
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	1	0	0	0	0	2	2	5
	GOOD	0	0	1	2	2	1	0	5	3	14
	VERY GOOD	2	4	3	1	4	3	4	8	6	35
	EXCELLENT	2	4	6	3	2	6	6	10	13	52
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 5 depicts the distribution of opinions of different students of the college from various groups over three years on the pattern of curriculum evaluation. It is obvious from the above table that the majority of the students 144 out of 302 opined that the pattern of curriculum evaluation is excellent, following 96 discussed that the pattern of curriculum evaluation is very good, 42 students perceived that the pattern of curriculum evaluation is good, 15 students felt that the pattern of curriculum evaluation is average and very fewer students five out of 302 expressed their opinion that the pattern of curriculum evaluation is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the pattern of curriculum

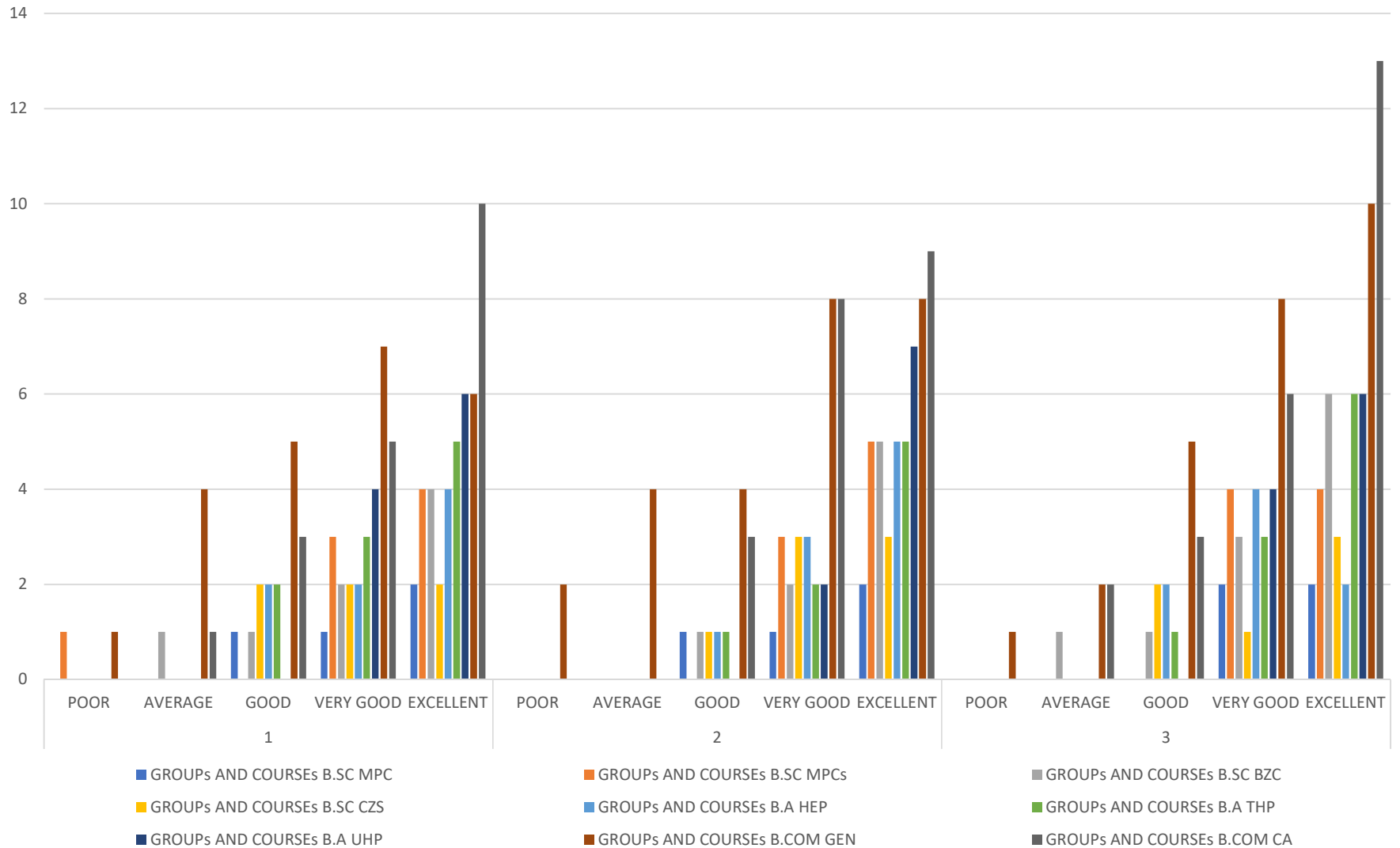


Table.6**Distribution of perceptions on the rate of the academic environment of the college**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	0	0	0	0	5	3	8
	VERY GOOD	2	4	3	3	3	4	2	8	7	36
	EXCELLENT	2	4	5	3	5	6	8	10	9	52
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	0	0	0	0	6	1	7
	VERY GOOD	1	3	4	3	4	3	2	6	8	34
	EXCELLENT	3	5	4	4	5	5	7	9	11	53
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	0	0	0	0	6	2	8
	VERY GOOD	2	2	5	2	3	4	3	8	9	38
	EXCELLENT	2	6	6	4	5	6	7	9	13	58
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 6 depicts the distribution of opinions of different students of the college from various groups over three years on the rate of the academic environment of the college. It is obvious from the above table that the majority of the students 163 out of 302 opined that the rate of the academic environment of the college is excellent, following that 108 discoursed that the rate of the academic environment of the college is very good, 23 students perceived that the rate of the academic environment of the college is good, five students felt that the rate of the academic environment of the college is average and very fewer students three out of 302 expressed their opinion that the rate of the academic environment of the college is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram on distribution of opinions of the students on the academic environment of the college

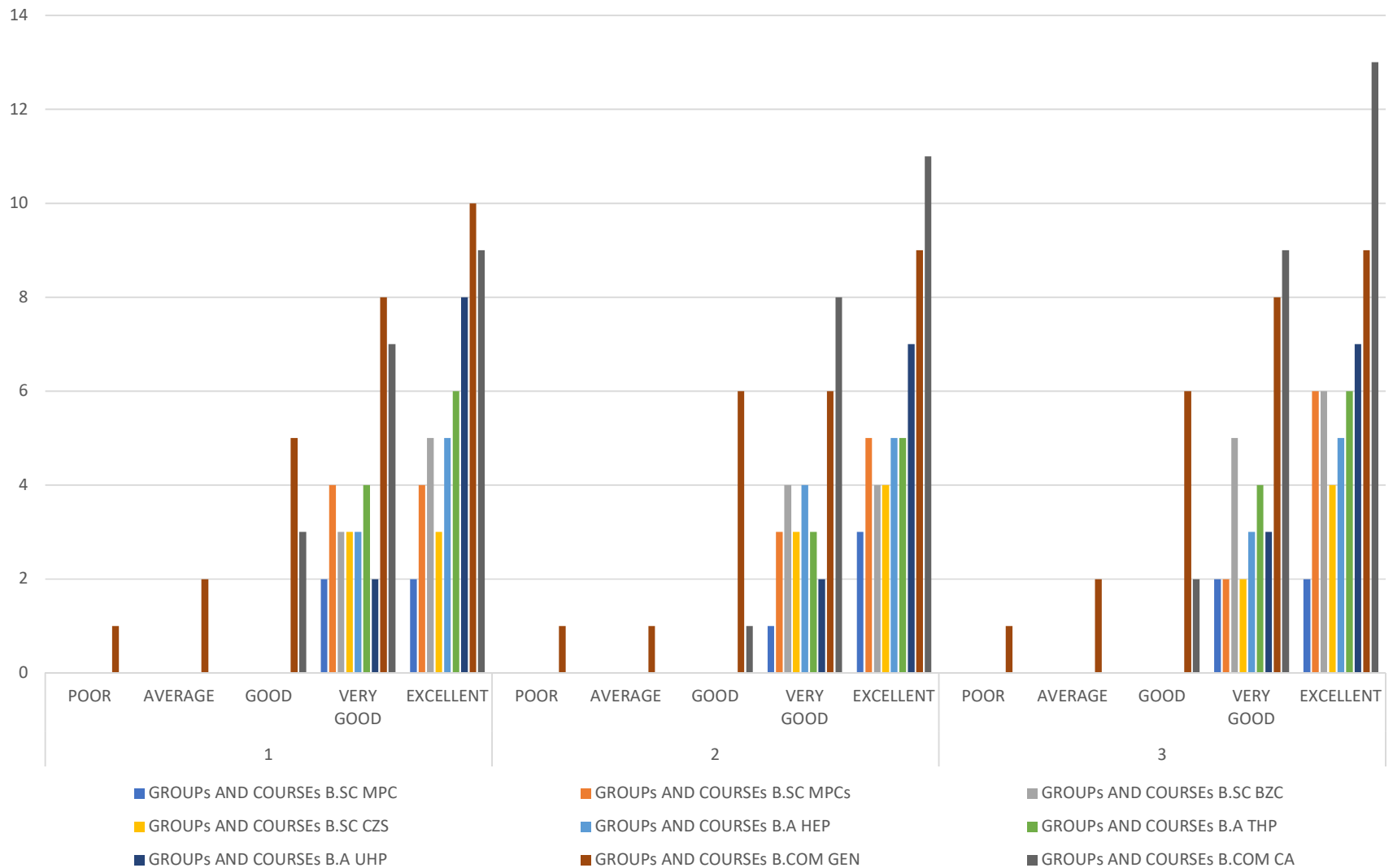


Table.7**Distribution of opinions of students on the coverage of the syllabus**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	0	0	0	0	3	3	6
	VERY GOOD	2	3	2	2	3	4	2	9	7	34
	EXCELLENT	2	5	6	4	5	6	8	11	9	56
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	0	0	0	0	5	2	7
	VERY GOOD	1	3	2	2	4	4	2	8	8	34
	EXCELLENT	3	5	6	5	5	4	7	8	10	53
3	POOR	0	0	0	0	0	0	0	0	0	0
	AVERAGE	0	0	0	0	0	0	0	2	0	2
	GOOD	0	0	0	0	0	0	0	5	3	8
	VERY GOOD	2	2	4	2	4	4	2	9	8	37
	EXCELLENT	2	6	7	4	4	6	8	10	13	60
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 7 depicts the distribution of opinions of different students of the college from various groups over three years on the coverage of the syllabus. It is obvious from the above table that the majority of the students 159 out of 302 opined that the coverage of the syllabus is excellent, following 105 discussed that the coverage of the syllabus is very good, 21 students perceived that the coverage of the syllabus is good, five students felt that the coverage of the syllabus is average and very fewer students two out of 302 expressed their opinion that the coverage of the syllabus is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram on distribution of opinions of the students on the coverage of the syllabus

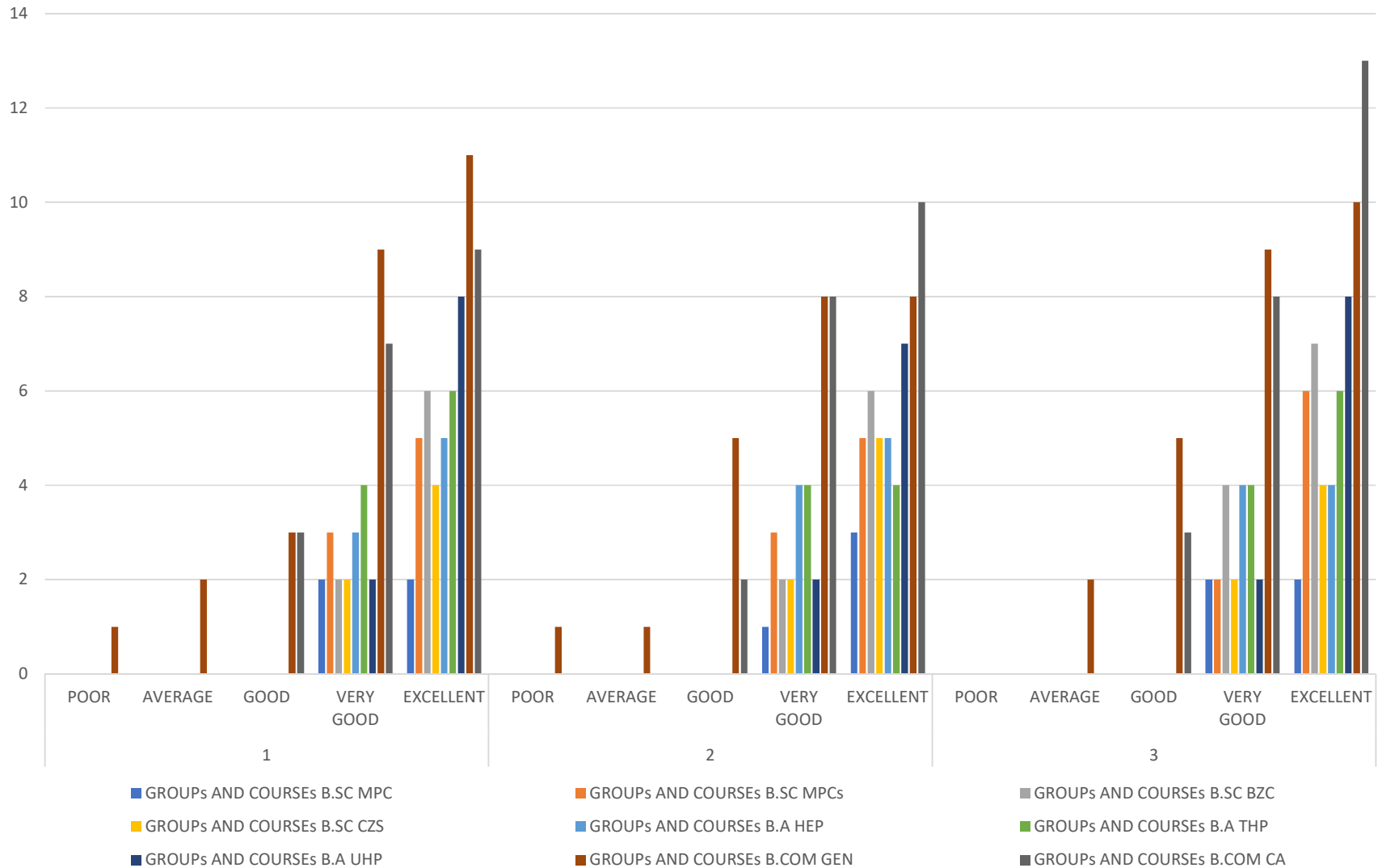


Table.8**Distribution of opinions on the adherence to the academic calendar**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	3	0	3
	GOOD	0	0	0	0	0	0	0	5	2	7
	VERY GOOD	2	3	3	2	3	4	2	8	7	34
	EXCELLENT	2	5	5	4	5	6	8	9	10	54
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	0	0	0	0	5	1	6
	VERY GOOD	1	3	2	2	4	3	3	7	8	33
	EXCELLENT	3	5	6	5	5	5	6	9	11	55
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	0	0	0	0	6	3	9
	VERY GOOD	2	2	3	2	3	4	2	8	8	34
	EXCELLENT	2	6	8	4	5	6	8	10	13	62
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 8 depicts the distribution of opinions of different students of the college from various groups over three years on the adherence to the academic calendar. It is obvious from the above table that the majority of the students 171 out of 302 opined that the adherence to the academic calendar is excellent, 101 discoursed that the adherence to the academic calendar is very good, 22 students perceived that the adherence to the academic calendar is good, five students felt that the adherence to the academic calendar is average and very fewer students three out of 302 expressed their opinion that the adherence to the academic calendar is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram on distribution of opinions of the students on the academic calender

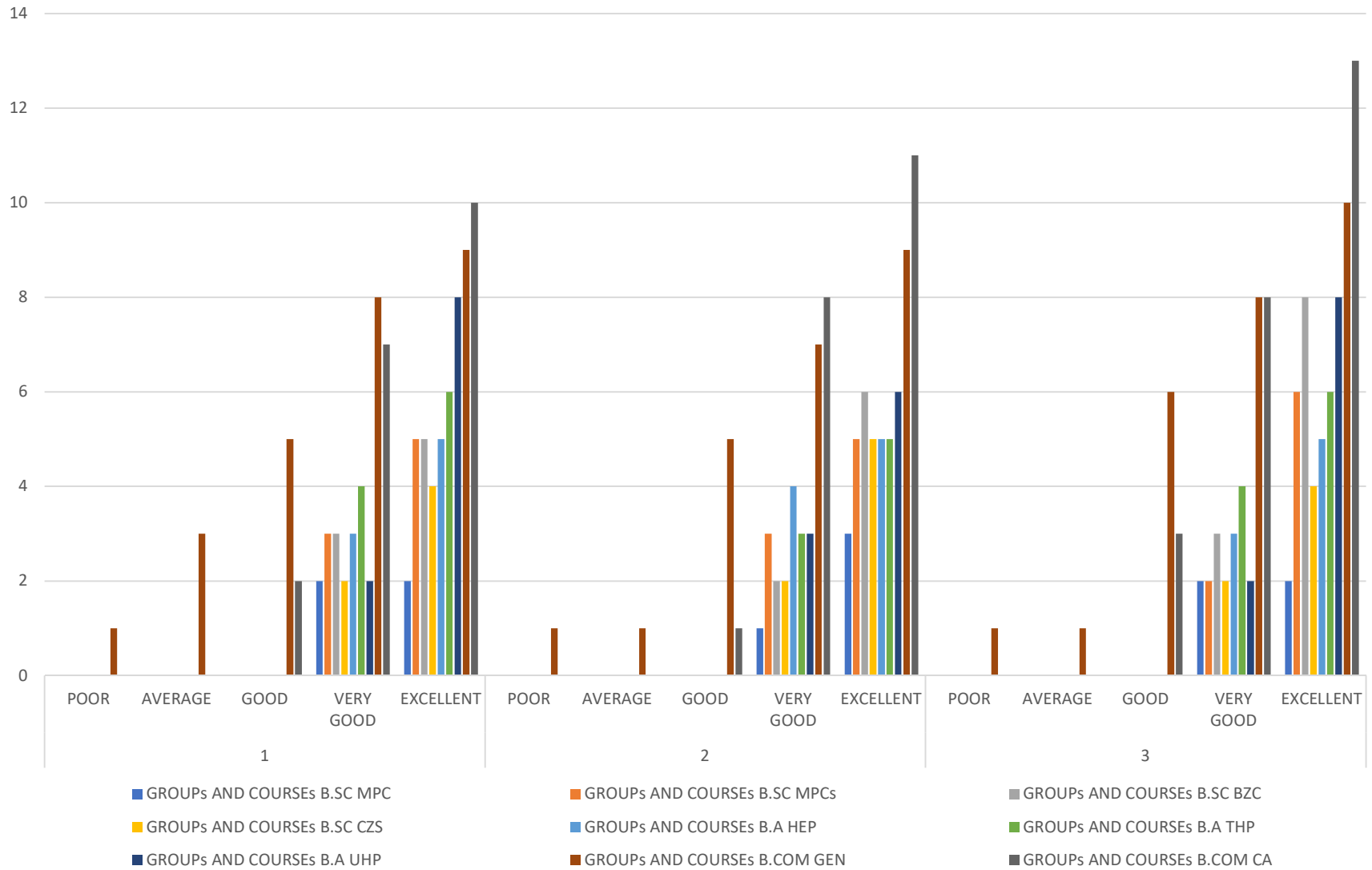


Table.9**Distribution of opinions of the students on the library facilities**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	1	0	0	0	0	2	0	3
	GOOD	0	0	0	1	1	1	0	3	1	7
	VERY GOOD	2	3	3	2	3	4	3	9	7	36
	EXCELLENT	2	5	4	3	4	5	7	11	11	52
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	1	1	1	0	2	1	6
	VERY GOOD	1	3	3	2	4	3	3	9	8	36
	EXCELLENT	3	5	5	4	4	4	6	10	11	52
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	1	0	0	0	0	1	0	2
	GOOD	0	0	0	1	1	1	0	3	3	9
	VERY GOOD	2	2	4	2	3	4	3	9	8	37
	EXCELLENT	2	6	6	3	4	5	7	12	13	58
TOTAL		12	24	27	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 9 depicts the distribution of opinions of different students of the college from various groups over three years on the library facilities. It is obvious from the above table that the majority of the students 162 out of 302 opined that the library facilities are excellent, following that 109 discoursed that the library facilities are very good, 22 students perceived that the library facilities are good, six students felt that the library facilities is average and very fewer students three out of 302 expressed their opinion that the library facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the library facilities

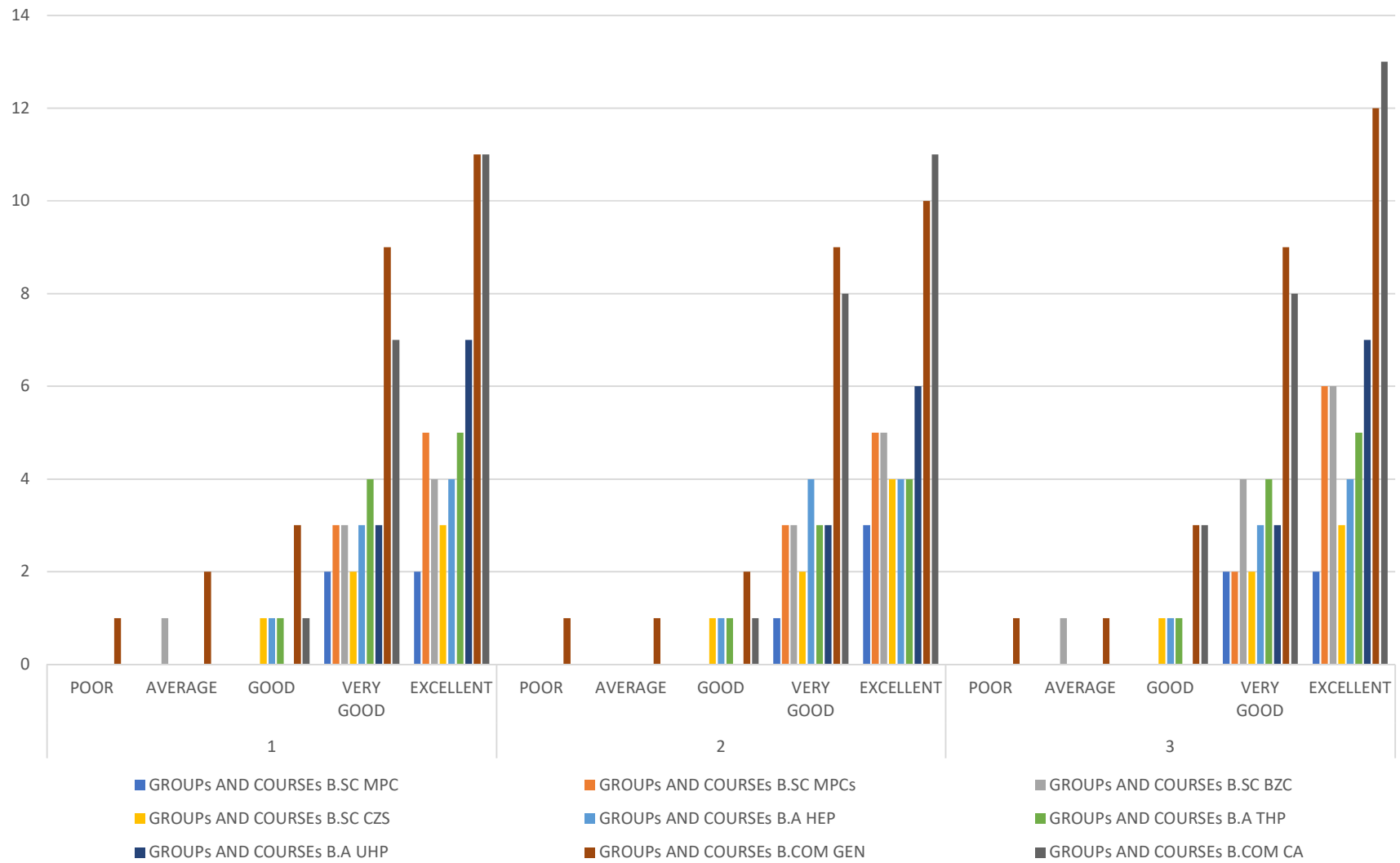


Table.10**Distribution of opinions of the students on the lab facilities**

YEAR	RATING	GROUPs AND COURSEs									TOTAL
		B.SC				B.A.,			B.COM		
		MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
1	POOR	0	1	0	0	0	0	0	1	0	2
	AVERAGE	0	0	1	0	0	0	0	2	1	4
	GOOD	0	0	0	0	0	0	0	5	1	6
	VERY GOOD	1	3	4	2	2	2	1	8	7	30
	EXCELLENT	3	5	3	4	6	8	9	10	10	58
2	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	0	0	0	0	0	1	0	1
	GOOD	0	0	0	0	0	0	0	3	2	5
	VERY GOOD	1	3	4	2	2	2	1	8	8	31
	EXCELLENT	3	5	4	5	7	6	8	10	10	58
3	POOR	0	0	0	0	0	0	0	1	0	1
	AVERAGE	0	0	1	0	0	0	0	2	0	3
	GOOD	0	0	0	0	0	0	0	4	3	7
	VERY GOOD	2	2	3	2	2	2	3	9	8	33
	EXCELLENT	2	6	6	4	6	8	9	10	13	64
TOTAL		12	25	26	19	25	28	29	75	63	302

Source: Student Satisfaction Survey Data

Table 10 depicts the distribution of opinions of different students of the college from various groups over three years on the lab facilities. It is obvious from the above table that the majority of the students 180 out of 302 opined that the lab facilities are excellent, 94 discoursed that the lab facilities are very good, 31 students perceived that the lab facilities are good, eight students felt that the lab facilities is average and very fewer students four out of 302 expressed their opinion that the lab facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

2-D Bar Diagram of distribution of opinions of the students on the lab facilities

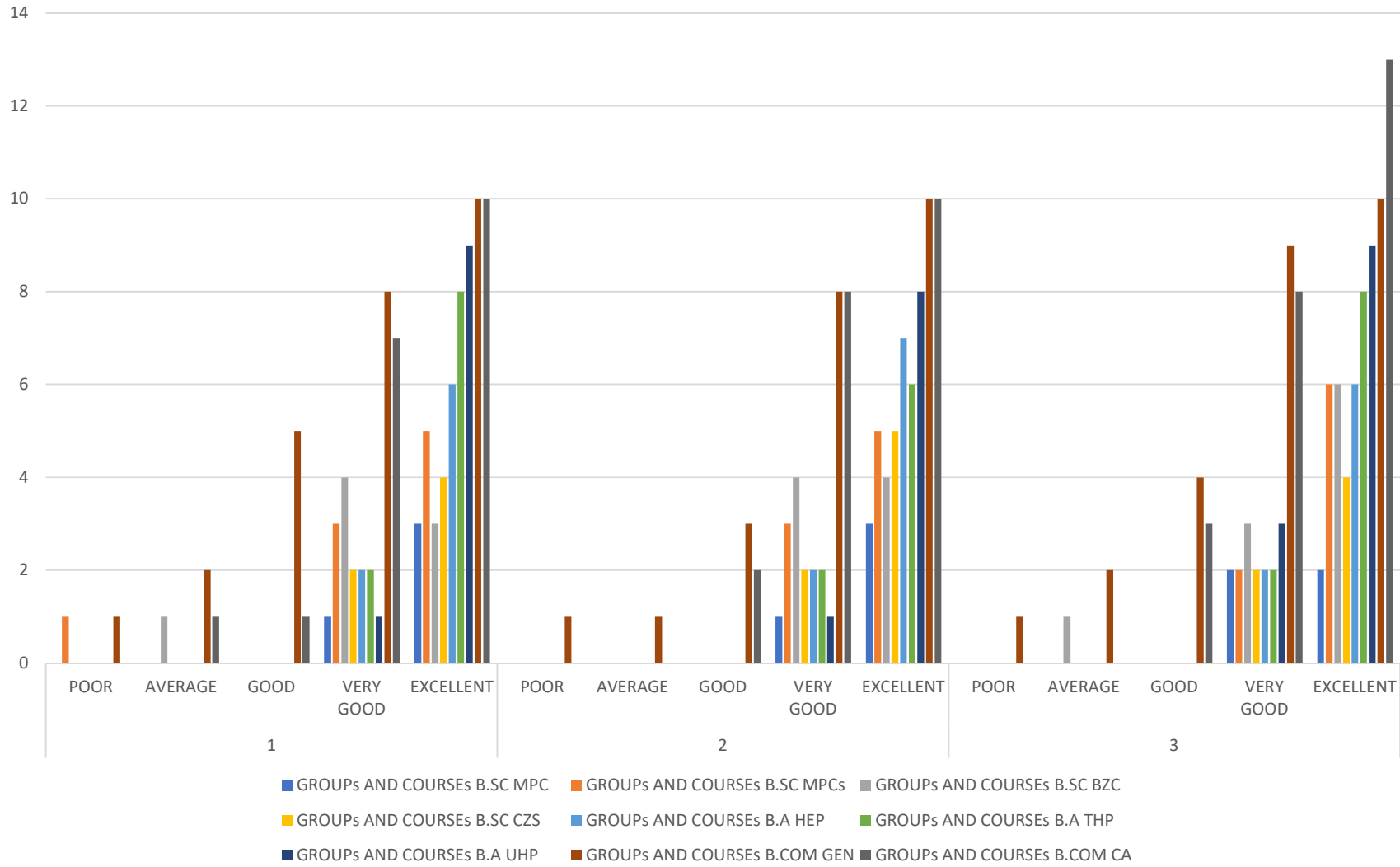


Table.11

Distribution of opinions of the alma mater whether the prescribed curriculum design helped them to gain knowledge

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	9	13	30
NO	2	1	2	5
Total	10	10	15	35

Source: Satisfaction Survey

Table 11 depicts the distribution of opinions of different alma mater of the college and whether the prescribed curriculum design helped them to gain the knowledge or not. It is noticeable from the above table that the majority of the alma mater 30 out of 35 of the college has responded that the prescribed curriculum design helped them to gain the knowledge and only five discouraged that the prescribed curriculum design couldn't help them to gain the knowledge. The above data is presented in a 2-D Bar Diagram below.

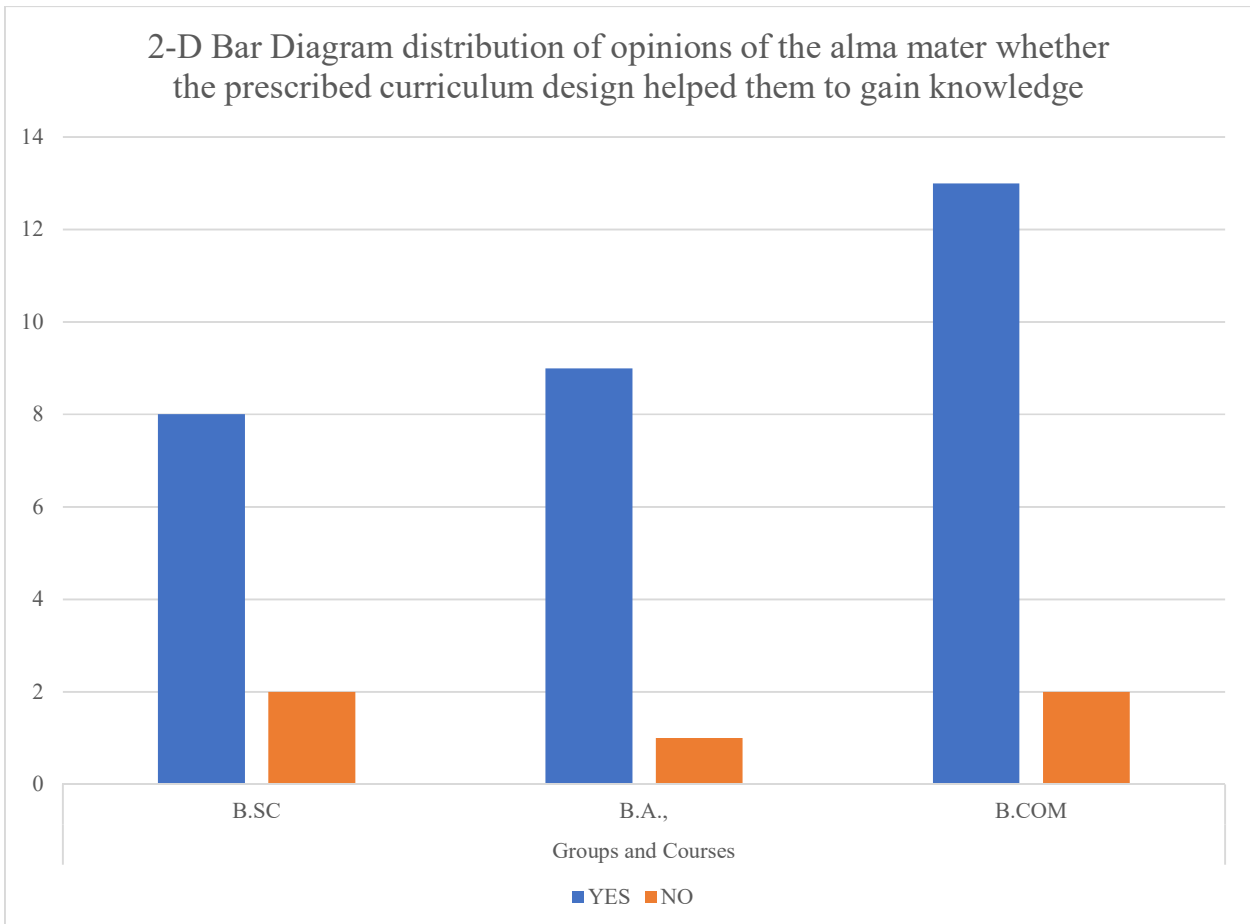


Table.12

Distribution of opinions of the alma mater on whether the course structure relevant to progress for the higher levels

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	8	12	27
NO	3	2	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 12 portrays the distribution of opinions of different alma mater of the college and whether the course structure is relevant to progress for the higher levels or not. It is perceptible from the above table that the majority of the alma mater 27 out of 35 of the college has responded that the course structure was relevant to progress for the higher levels and only eight discouraged that the course structure was not relevant to progress for the higher levels. The above data is presented in a 2-D Bar Diagram below.

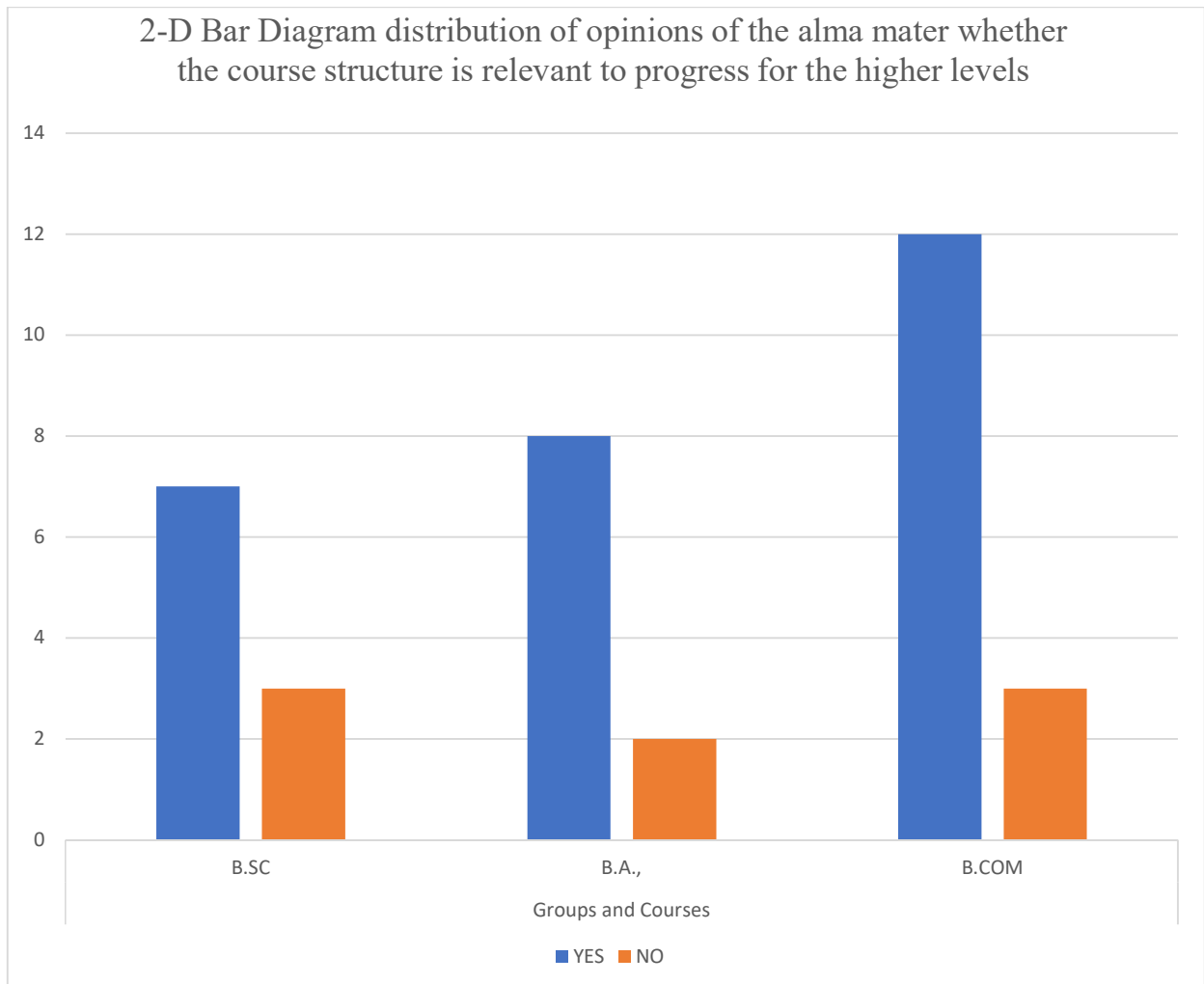


Table.13

Distribution of opinions of the alma mater on whether the course design applicable to real-life situations

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	9	7	13	29
NO	1	3	2	6
Total	10	10	15	35

Source: Satisfaction Survey

Table 13 shows the distribution of opinions of different alma mater of the college on whether the course design caters to real-life situations or not. It is visible from the above table that the majority of the alma mater 29 out of 35 of the college has responded that the course design applies to real-life situations and only six discouraged that the course design couldn't apply to real-life situations. The above data is presented in a 2-D Bar Diagram below.

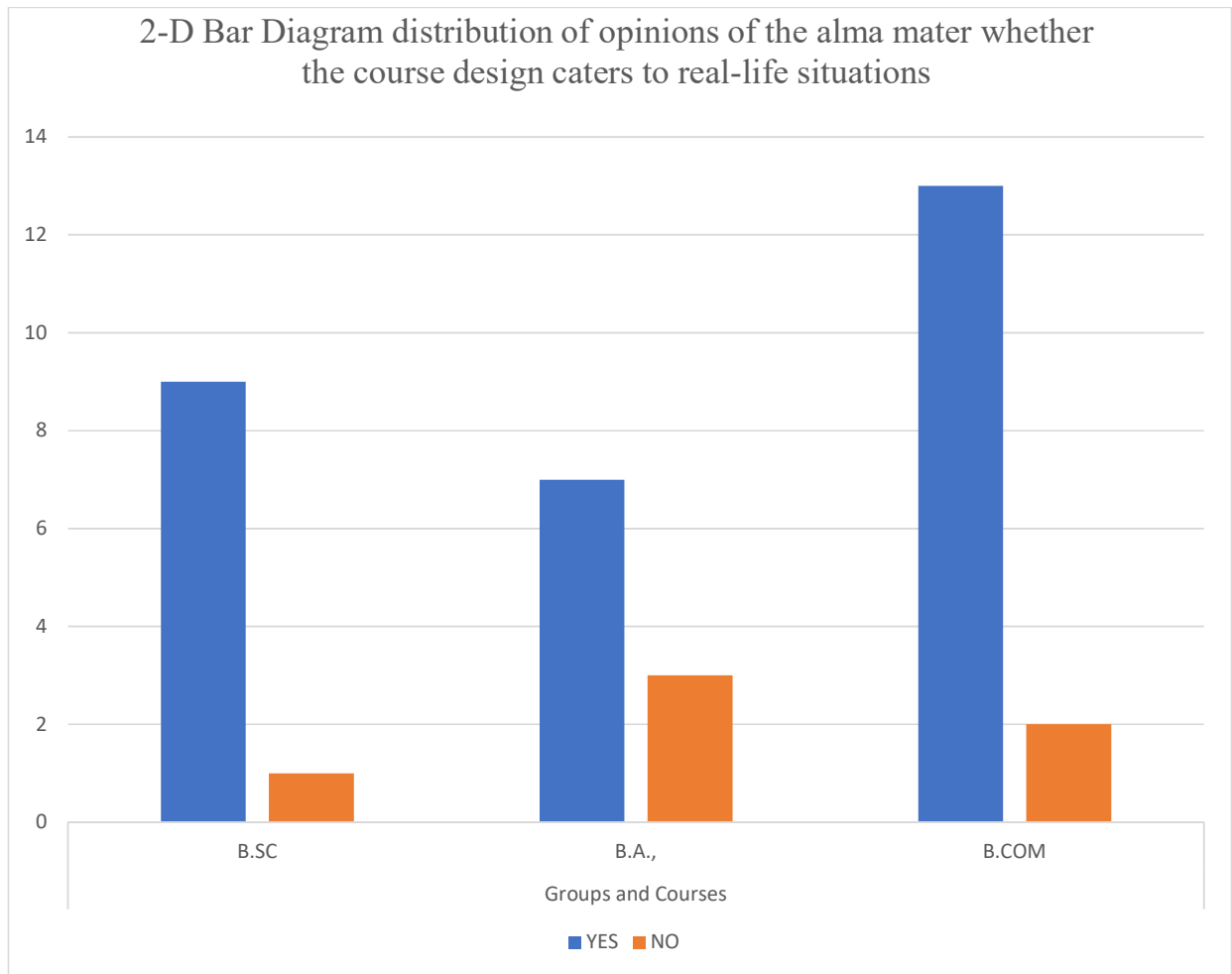


Table.14

**Distribution of opinions of the alma mater
whether the course structure evokes research
aptitude**

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	9	14	31
NO	2	1	1	4
Total	10	10	15	35

Source: Satisfaction Survey

Table 14 portrays the distribution of opinions of different alma mater of the college and whether the course structure evokes research aptitude or not. It is obvious from the above table that the majority of the alma 31 out of 35 of the college have responded that the course structure evokes the research aptitude and only four discoursed that the course structure couldn't evoke the research aptitude. The above data is presented in a 2-D Bar Diagram below.

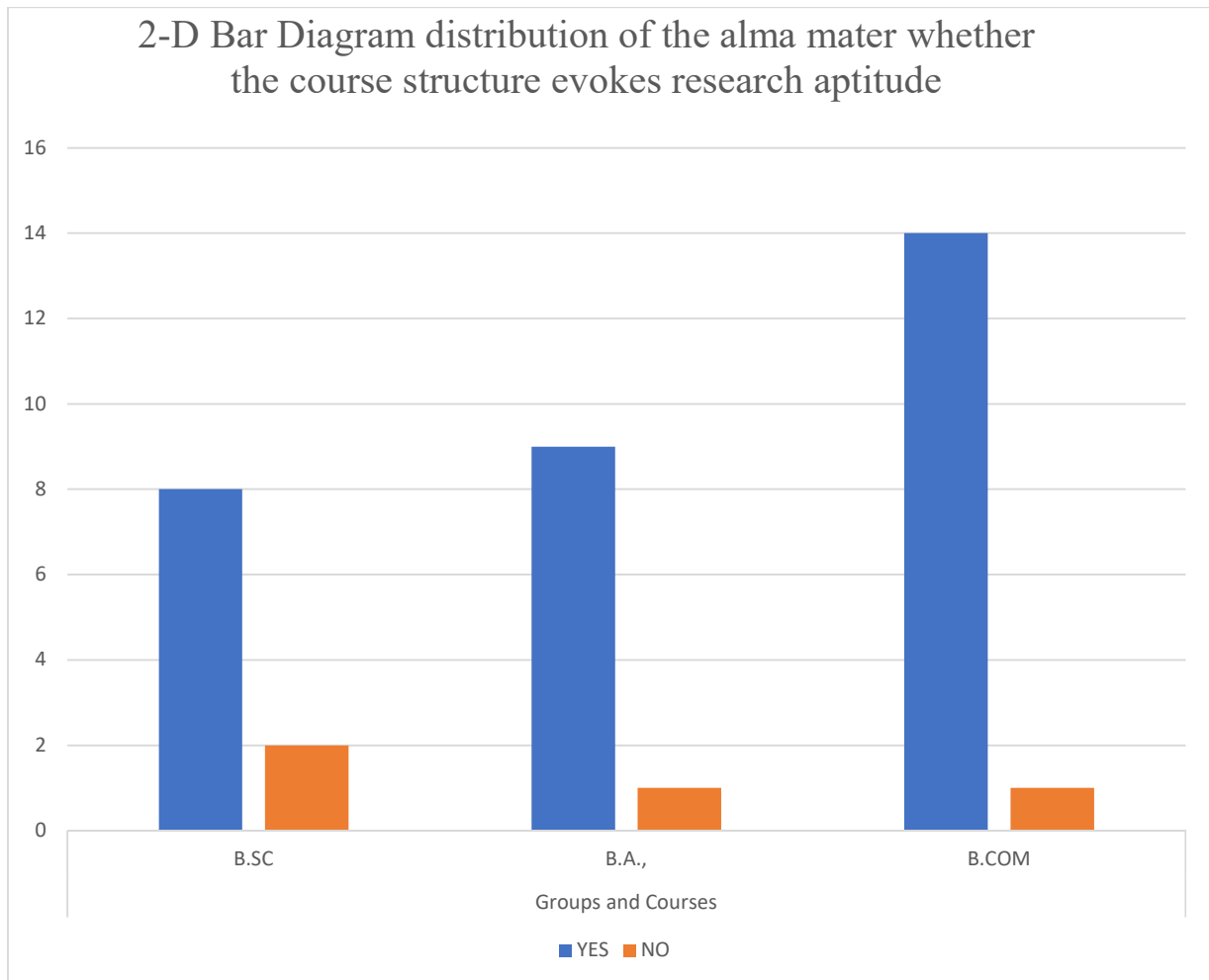


Table.15

Distribution of opinions of the alma mater and whether the course structure is helpful for them to adapt themselves to self-employment

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	13	26
NO	3	4	2	9
Total	10	10	15	35

Source: Satisfaction Survey

Table 15 reveals the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to self-employment or not. It is noticeable from the above table that the majority of the alma 26 out of 35 of the college have responded that the course structure was helpful for them to adapt themselves to self-employment and only nine discouraged that the course structure wasn't helpful for them to adapt themselves to self-employment. The above data is presented in a 2-D Bar Diagram below.

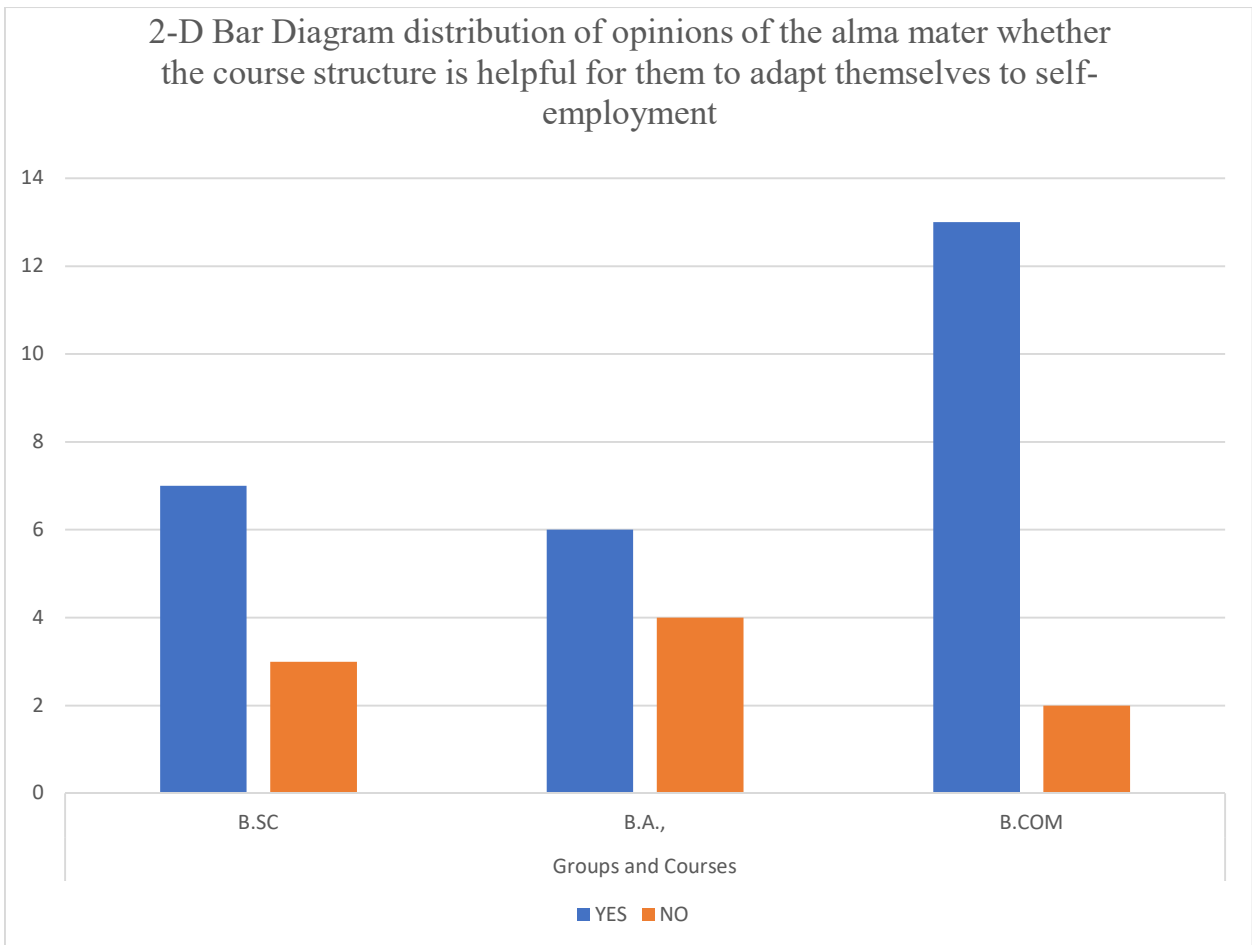


Table.16

Distribution of opinions of the alma mater on whether the course structure is helpful for them to adapt themselves to their career

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	9	8	13	30
NO	1	2	2	5
Total	10	10	15	35

Source: Satisfaction Survey

Table 16 depicts the distribution of opinions of different alma mater of the college and whether the course structure is helpful for them to adapt themselves to their career or not. It is visible from the above table that the majority of the alma 30 out of 35 of the college has responded that the course structure was helpful for them to adapt themselves to their career and only five discoursed that the course structure wasn't helpful for them to adapt themselves to their career. The above data is presented in a 2-D Bar Diagram below.

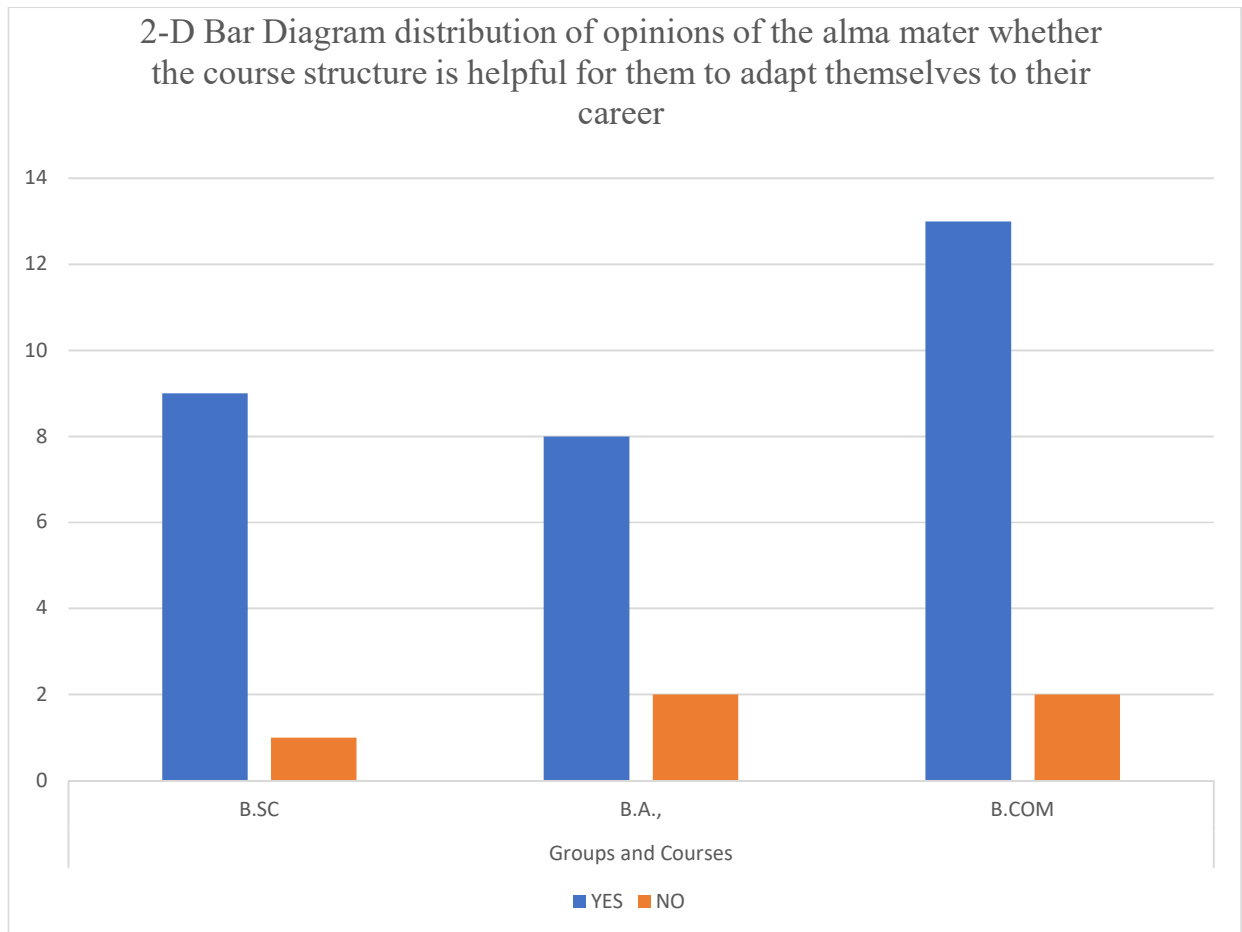


Table.17

Distribution of perceptions of parents on whether they are satisfied with the course and group that their wards were studying

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	12	9	23	44
NO	3	2	5	10
Total	15	11	28	54

Source: Satisfaction Survey

Table 17 represents the distribution of perceptions of parents of the students of the college on whether they are satisfied with the course and group that their wards were studying or not. It is visible from the above table that the majority of the parents of the students of the college 44 out of 54 have responded that they were satisfied with the course and group that their wards were studying and only ten discouraged that they were not satisfied with the course and group that their wards were studying. The above data is presented in a 3-D Bar Diagram below.

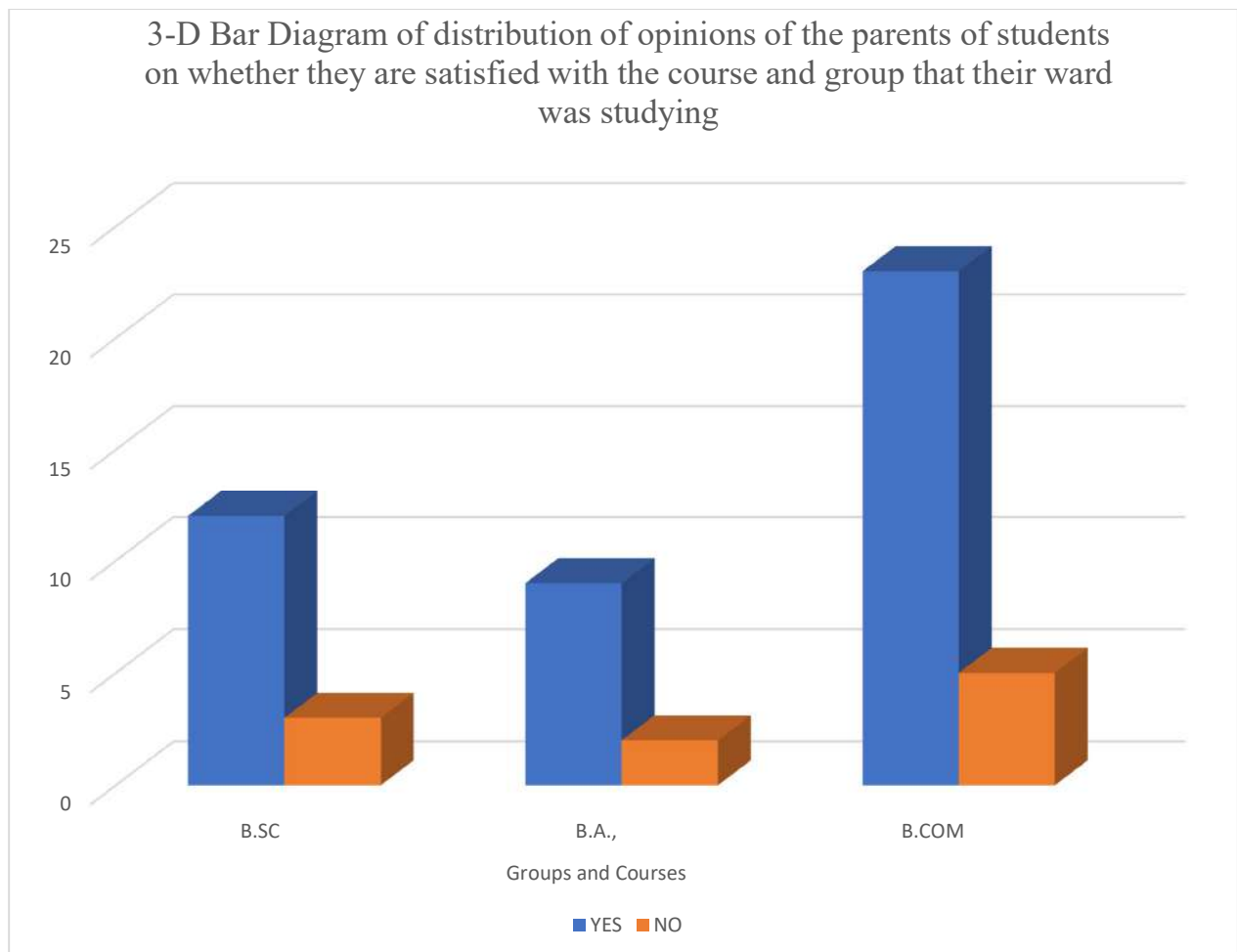


Table.18

Distribution of perceptions of parents on whether they feel that the curriculum that was formulated would cater to the employer's requirements

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	13	10	25	48
NO	2	1	3	6
Total	15	11	28	54

Source: Satisfaction Survey

Table 18 characterizes the distribution of perceptions of parents of the students of the college on whether they feel that the curriculum that was formulated would cater to the employer's requirements or not. It is visible from the above table that the majority of the parents of the students of the college 48 out of 54 have responded that they feel that the curriculum that was formulated would cater to the employer's requirements and only six discouraged that they feel that the curriculum that was formulated wouldn't cater the employer's requirements. The above data is presented in a 3-D Bar Diagram below.

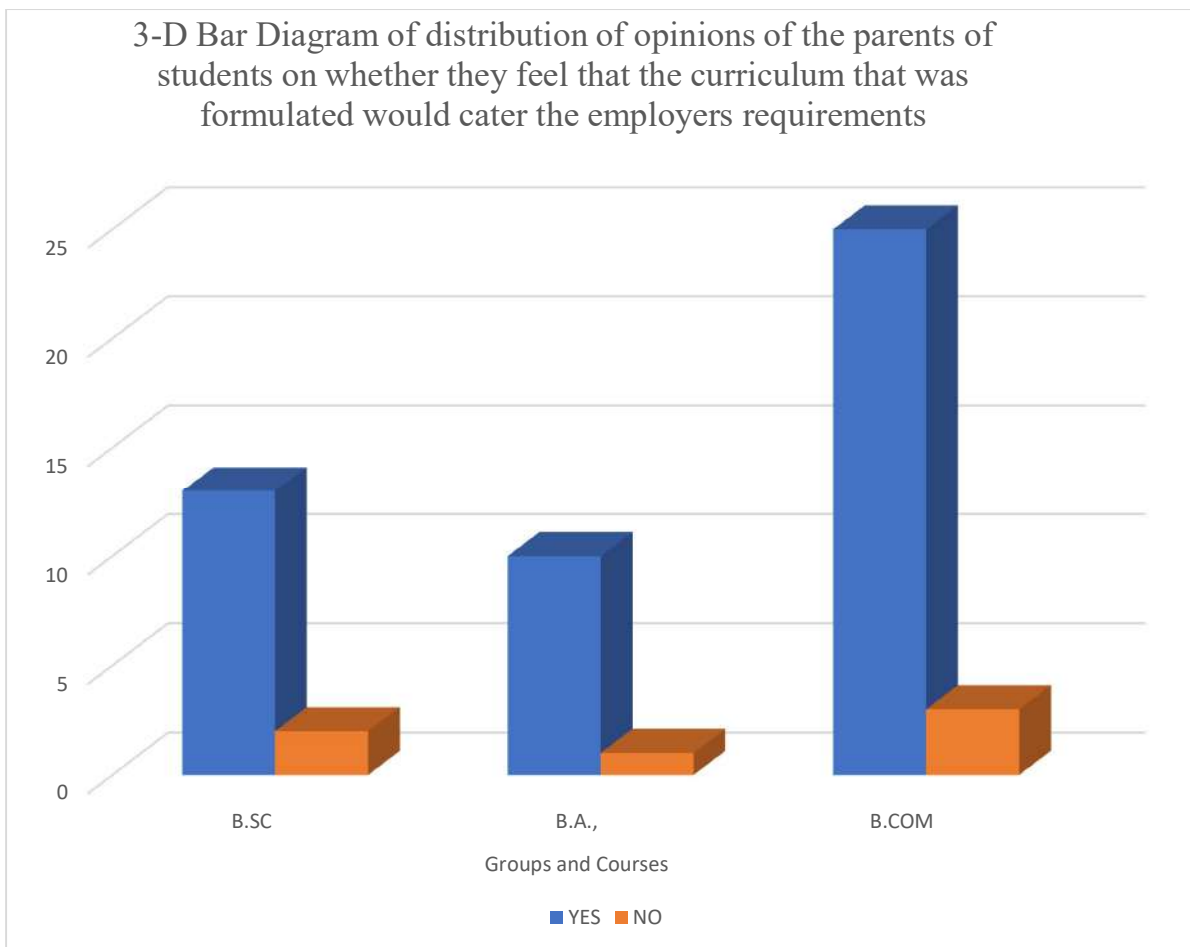


Table.19

Distribution of perceptions of parents on whether they think that the curriculum helps their ward to develop professional skills

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	14	11	25	50
NO	1	0	3	4
Total	15	11	28	54

Source: Satisfaction Survey

Table 19 represents the distribution of perceptions of parents of the students of the college on whether they think that the curriculum helps their ward to develop professional skills or not. It is visible from the above table that the majority of the parents of the students of the college 50 out of 54 have responded that they think that the curriculum helps their ward to develop professional skills and only four discouraged that they think that the curriculum couldn't help their ward to develop the professional skills. The above data is presented in a 3-D Bar Diagram below.

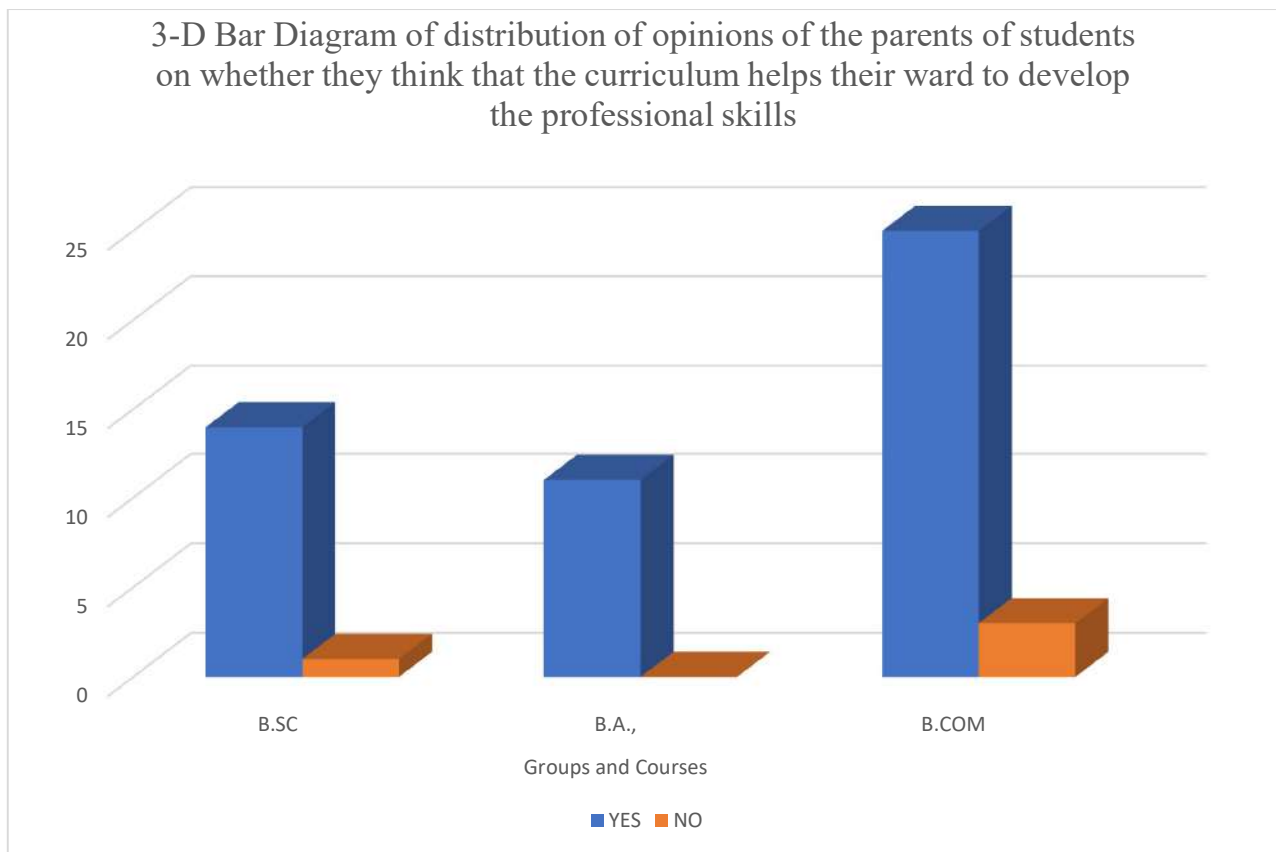


Table.20

Distribution of perceptions of parents on whether they appoint that the curriculum would help in the all-round development of their ward

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	13	9	24	46
NO	2	2	4	8
Total	15	11	28	54

Source: Satisfaction Survey

Table 20 represents the distribution of perceptions of parents of the students of the college on whether they appoint that the curriculum would help in the all-round development of their ward or not. It is visible from the above table that the majority of the parents of the students of the college 46 out of 54 have responded that they appoint that the curriculum would help in the all-round development of their ward and only eight discouraged that they wouldn't appoint that the curriculum would help in the all-round development of their ward. The above data is presented in a 3-D Bar Diagram below.

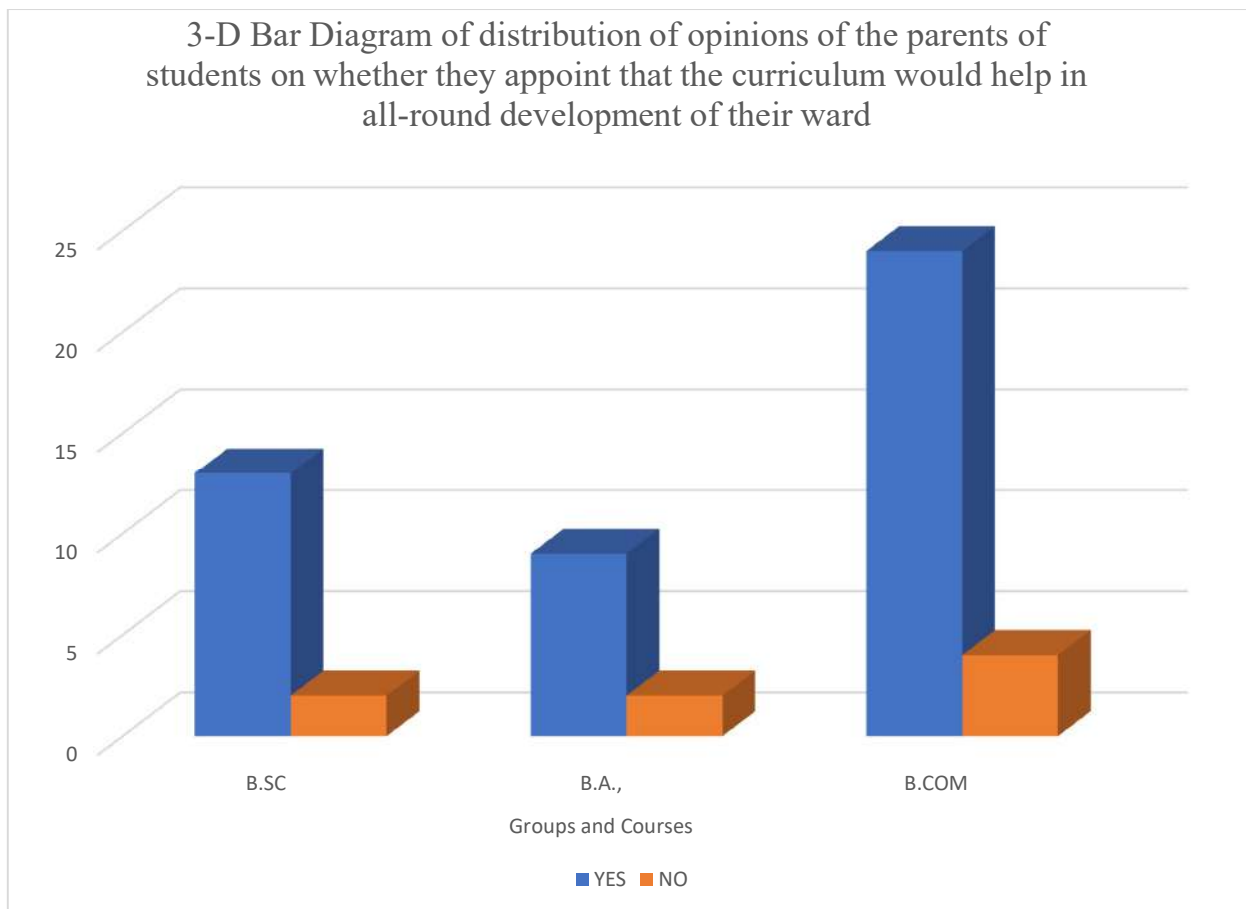


Table.21

Distribution of perceptions of parents on whether they would like to add any topic to the existing curriculum

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	14	10	26	50
NO	1	1	2	4
Total	15	11	28	54

Source: Satisfaction Survey

Table 21 represents the distribution of perceptions of parents of the students of the college on whether they would like to add topic to the existing curriculum or not. It is visible from the above table that the majority of the parents of the students of the college 50 out of 54 have responded that they would like to add topic to the existing curriculum and only four discouraged that they wouldn't like to add topic to the existing curriculum. The above data is presented in a 3-D Bar Diagram below.

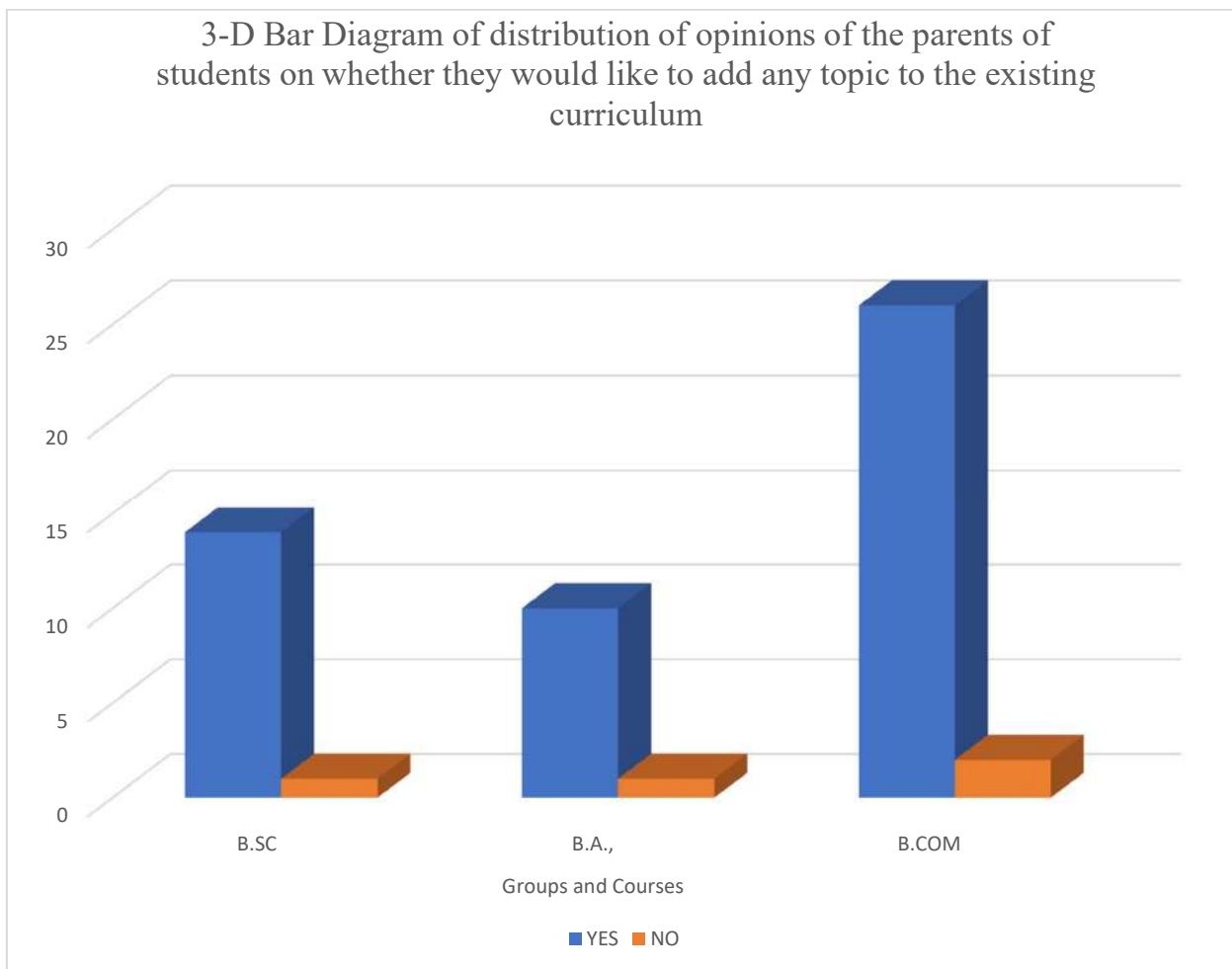


Table.22

Distribution of opinions of employers on technical skills for employability

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	4	3	6	8	4	25
NEED TO IMPROVE	1	0	1	1	0	3
TOTAL	5	3	7	9	4	28

Source: Satisfaction Survey

Table 22 characterizes the distribution of opinions of the employers on the technical skills for employability. It is evident from the above table that the majority of the employers 25 out of 28 have responded that the technical skills for employability were satisfactory and only three suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

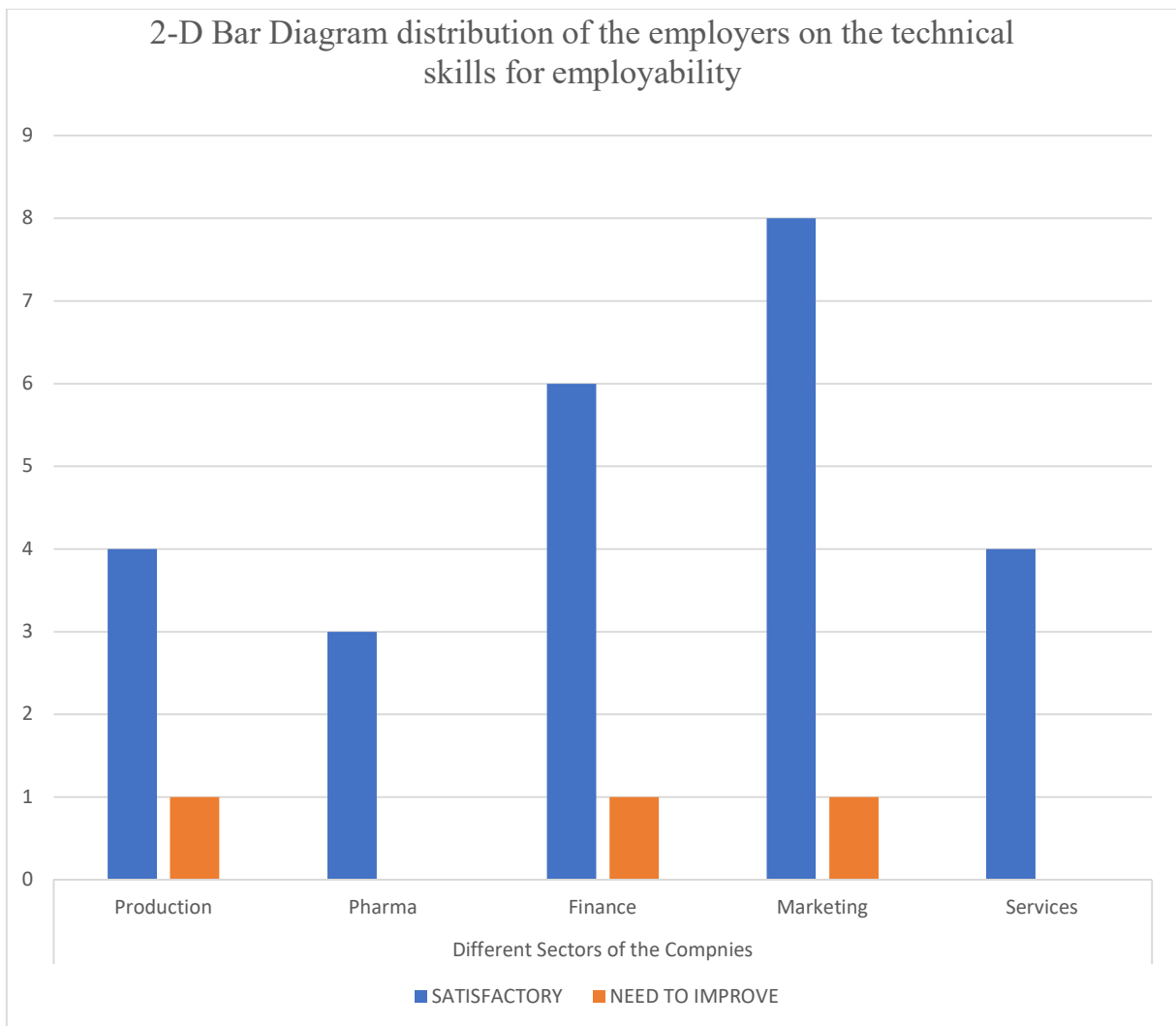


Table.23

Distribution of opinions of employers on the sufficiency of theoretical background and practical applications

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	3	2	5	7	3	20
NEED TO IMPROVE	2	1	2	2	1	8
TOTAL	5	3	7	9	4	28

Source: Satisfaction Survey

Table 23 characterizes the distribution of opinions of the employers on the sufficiency of theoretical background and practical applications. It is evident from the above table that the majority of the employers 20 out of 28 have responded that the sufficiency of theoretical background and practical applications were satisfactory and eight suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

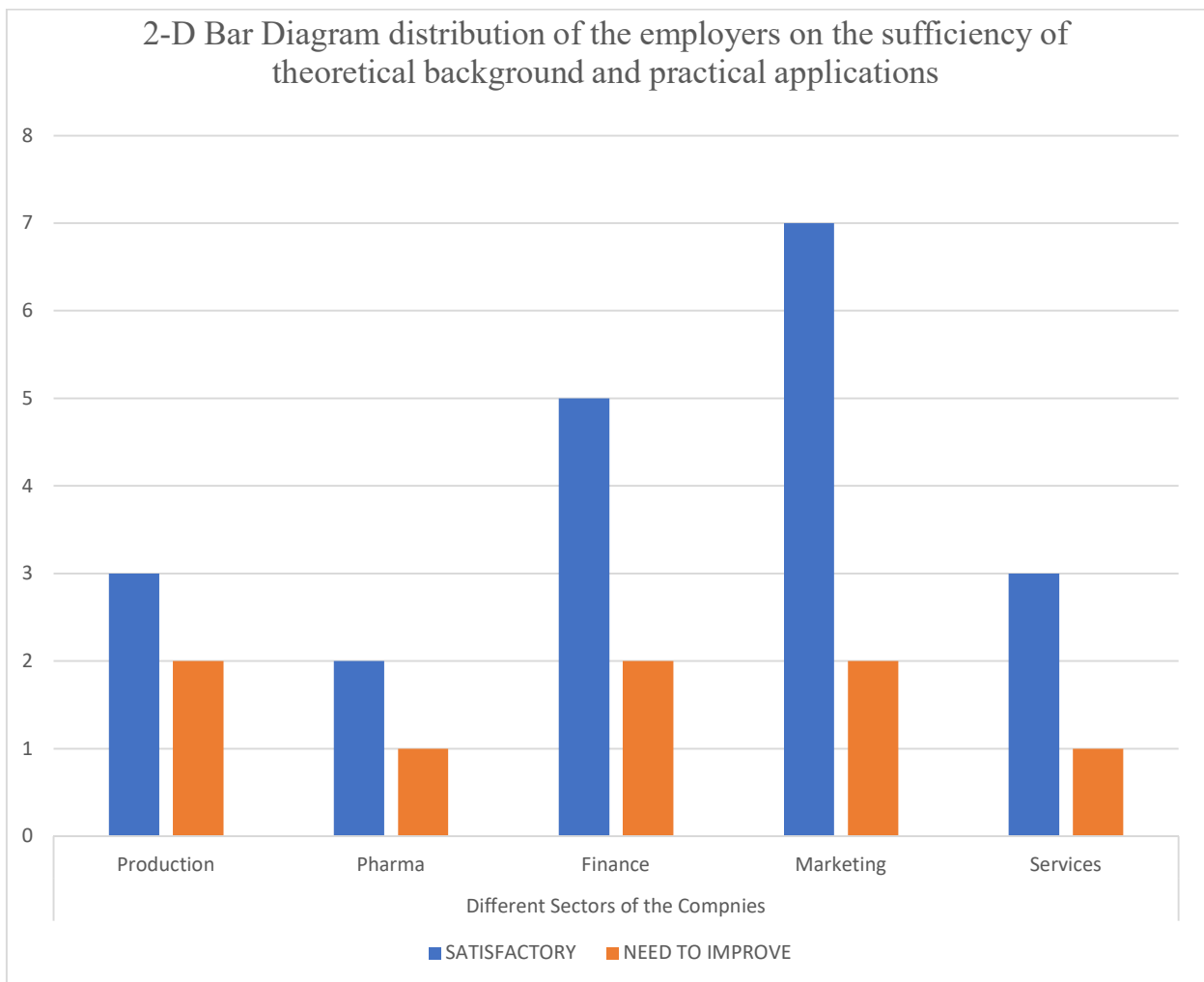


Table.24

Distribution of opinions of employers on creativity and innovation

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	2	1	4	6	2	15
NEED TO IMPROVE	3	2	3	3	2	13
TOTAL	5	3	7	9	4	28

Source: Satisfaction Survey

Table 24 characterizes the distribution of opinions of employers on creativity and innovations. It is evident from the above table that the majority of the employers 15 out of 28 have responded that the creativity and innovations were satisfactory and thirteen suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

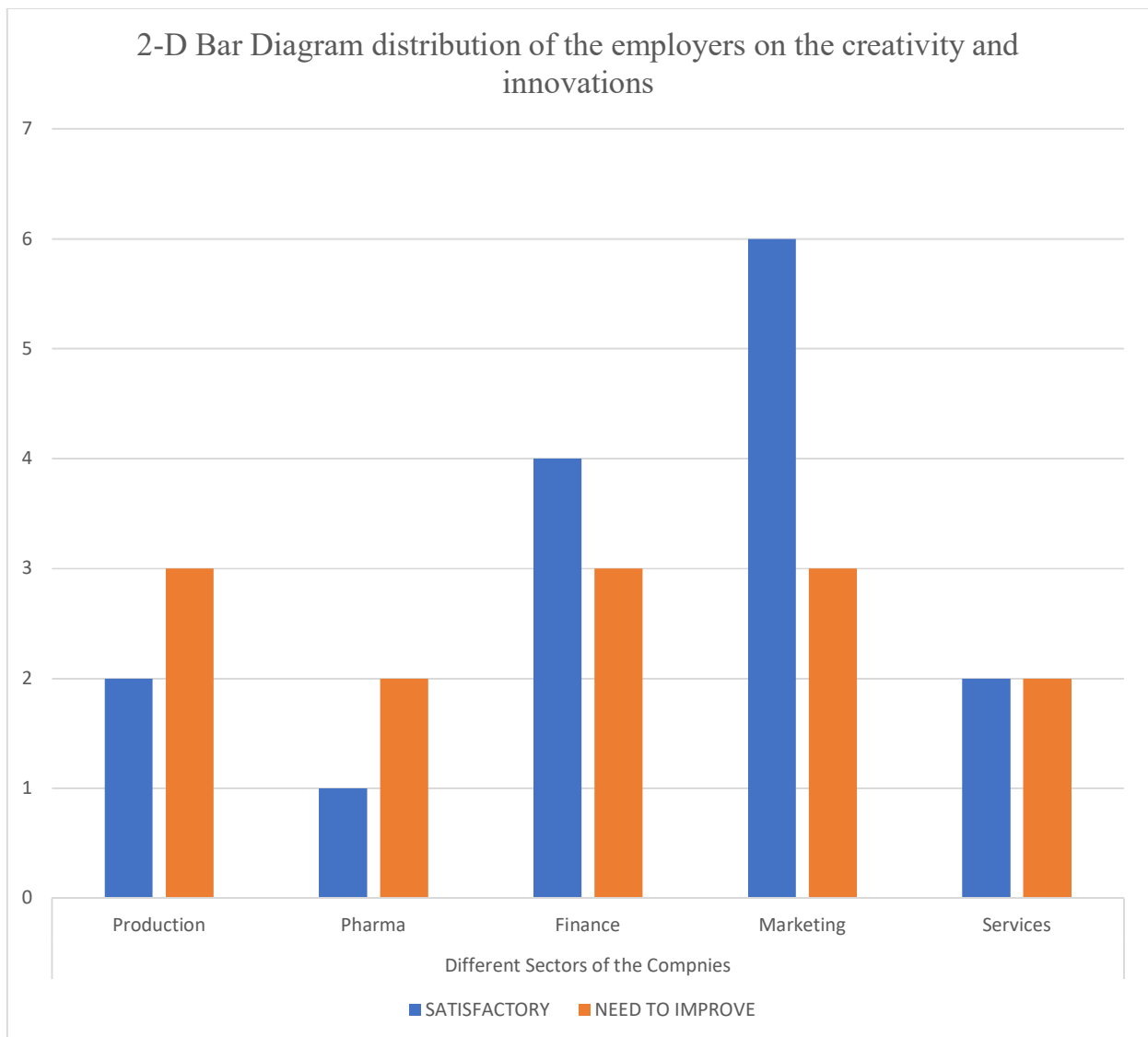


Table.25

Distribution of opinions of employers on the relevance of course content

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	3	2	5	7	3	20
NEED TO IMPROVE	2	1	2	2	1	8
TOTAL	5	3	7	9	4	28

Source: Satisfaction Survey

Table 25 characterizes the distribution of opinions of employers on the relevance of course content. It is evident from the above table that the majority of the employers 20 out of 28 have responded that the relevance of course content was satisfactory and eight suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

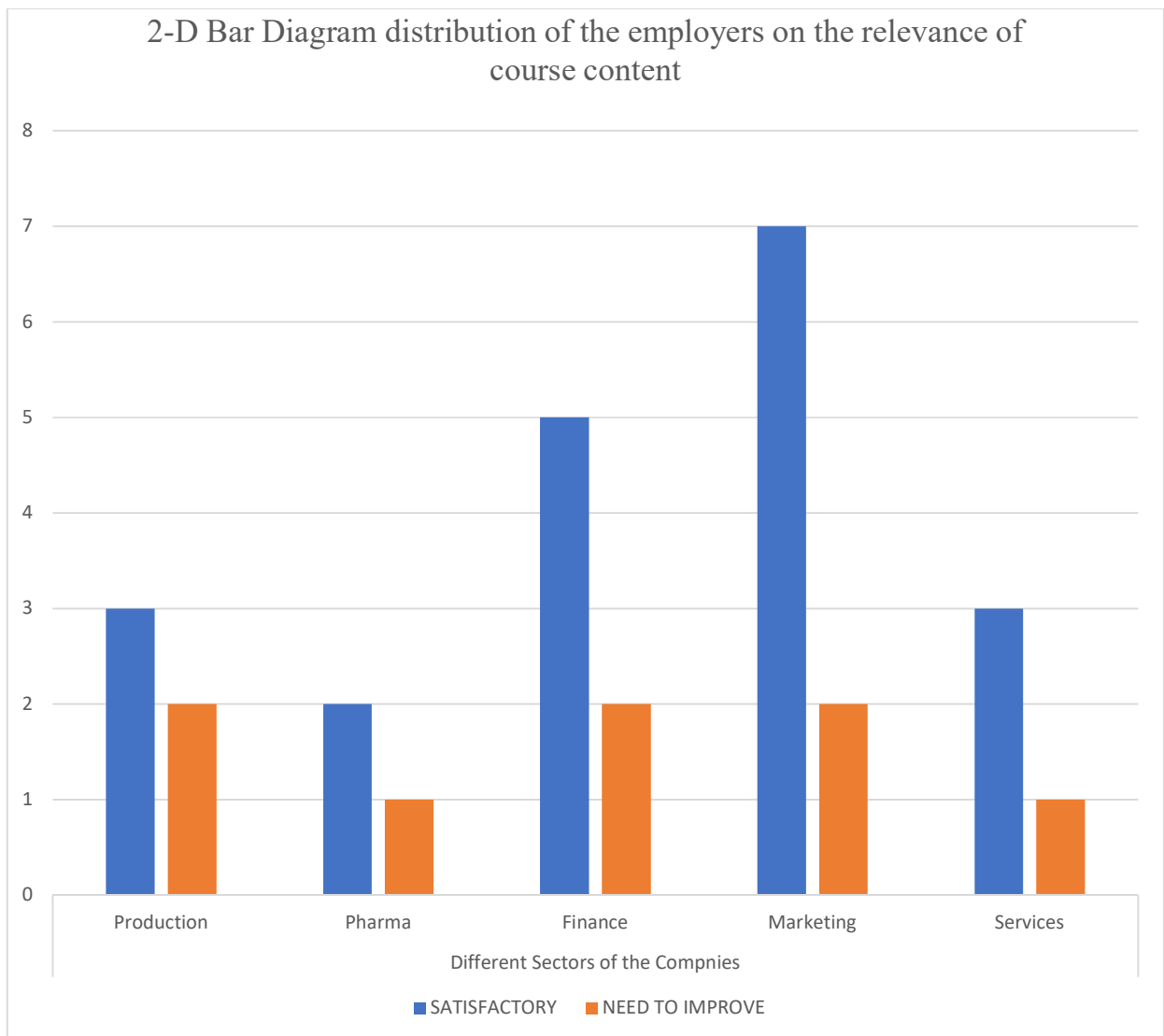


Table.26

Distribution of opinions of employers on soft skills and communication skills

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	4	3	5	6	4	22
NEED TO IMPROVE	1	0	2	3	0	6
TOTAL	5	3	7	9	4	28

Source: Satisfaction Survey

Table 26 characterizes the distribution of opinions of employers on the soft skills and communication skills. It is evident from the above table that the majority of the employers 22 out of 28 have responded that the soft skills and communication skills was satisfactory and six suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

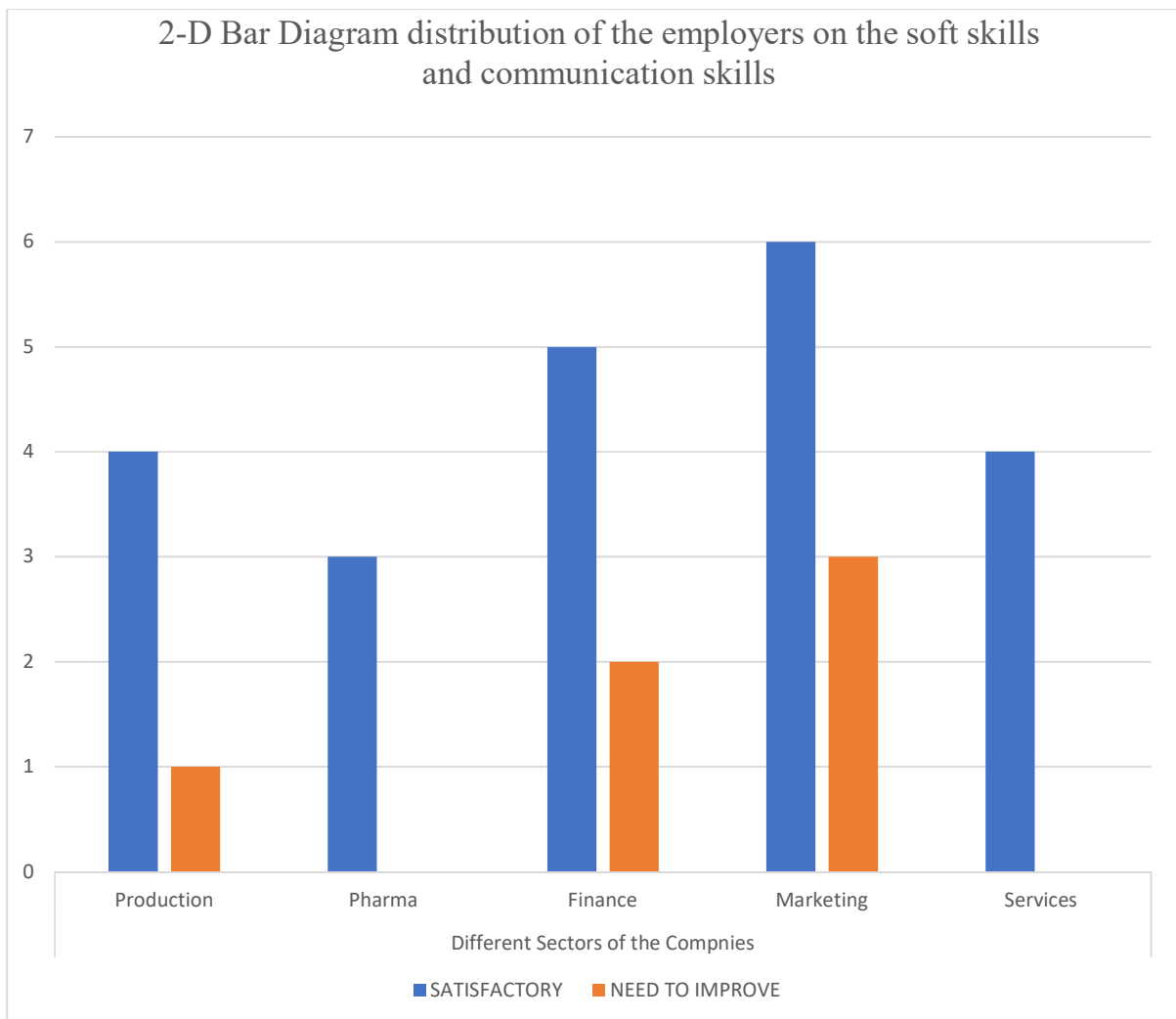


Table.27

Distribution of perceptions of teachers on the course structure is in line with Programme Outcomes in general and programme-specific

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	1	3
AGREE	3	2	2	7
STRONGLY AGREE	3	3	2	8
Total	7	6	5	18

Source: Satisfaction Survey

Table 27 describes the distribution of perceptions of teachers on the course structure in line with the programme outcomes in general and programme-specific. It is evident from the above table that the majority of the teachers eight out of 18 perceived that they strongly agree that the course structure is in line with programme outcomes in general and programme specific, followed by seven teachers perceived that they agree that the course structure is in line with programme outcomes in general and programme specific, in addition to that three teachers perceived that they are neutral on the course structure is in line with programme outcomes in general and programme specific and no teacher were perceived that they disagree and/or strongly disagree that the course structure is in line with programme outcomes in general and programme specific. The above data is presented in a 2-D Bar Diagram below.

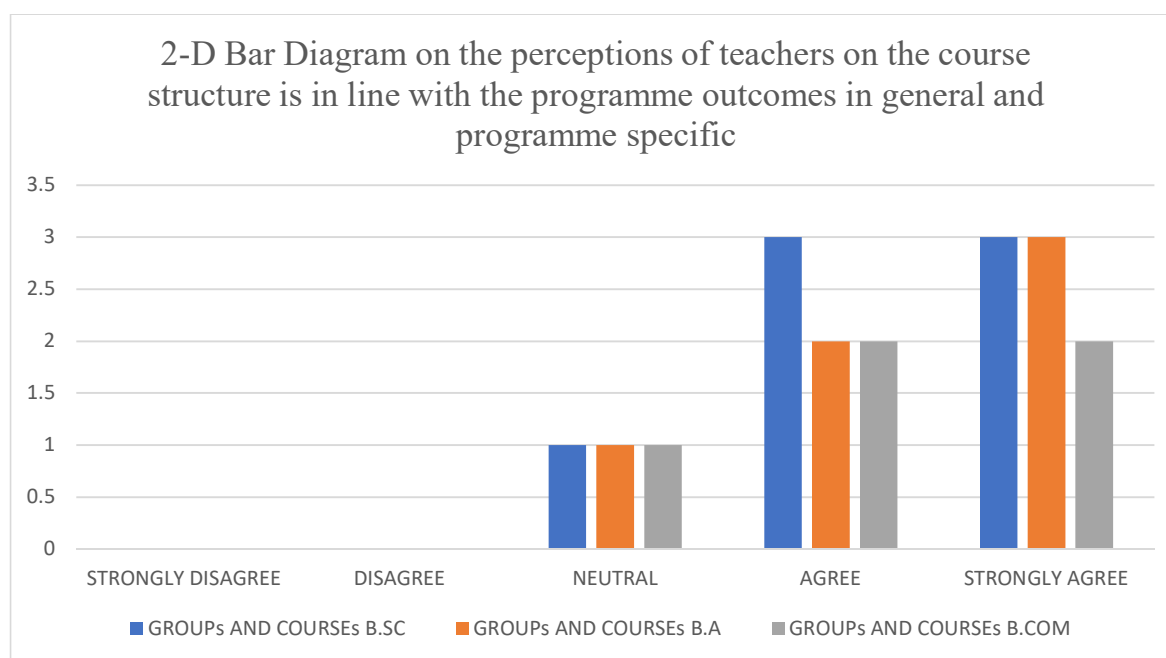


Table.28

Distribution of perceptions of teachers on the course content is relevant to course outcomes

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	1	1	2
AGREE	2	1	1	4
STRONGLY AGREE	5	4	3	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 28 depicts the distribution of perceptions of teachers on the course content relevant to course outcomes. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree that the course content is relevant to course outcomes, followed by four teachers perceived that they agree that the course content is relevant to course outcomes, in addition to that two teachers perceived that they are neutral on the course content relevant to course outcomes and no teacher were perceived that they disagree and/or strongly disagree that the course content relevant to course outcomes. The above data is presented in a 2-D Bar Diagram below.

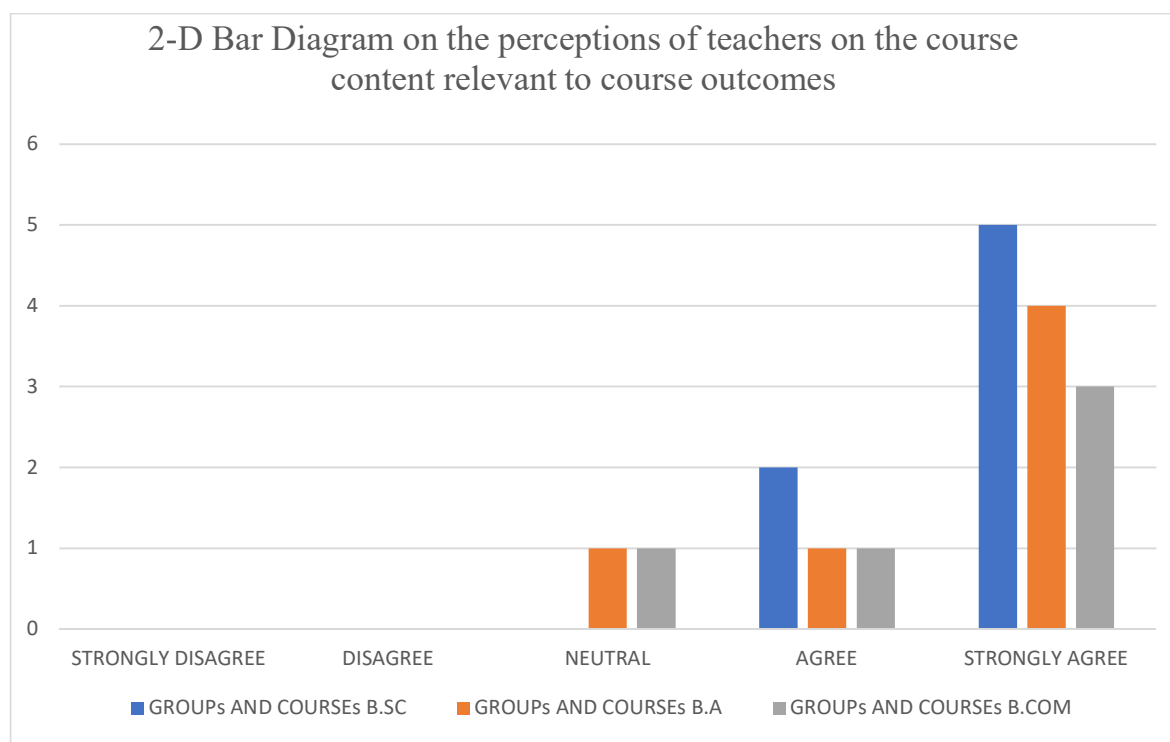


Table.29

Distribution of perceptions of teachers on the course content matches the needs of all levels of learners

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	2	2	1	5
STRONGLY AGREE	4	4	3	11
Total	7	6	5	18

Source: Satisfaction Survey

Table 29 shows the distribution of perceptions of teachers on the course content that matches the needs of all levels of learners. It is evident from the above table that the majority of the teachers 11 out of 18 perceived that they strongly agree that the course content matches the needs of all levels of learners, followed by five teachers perceived that they agree that the course content matches the needs of all levels of learners, in addition to that two teachers perceived that they are neutral on the course content matches the needs of all levels of learners and no teacher was perceived that they disagree and/or strongly disagree that the course content matches the needs of all levels of learners. The above data is presented in a 2-D Bar Diagram below.

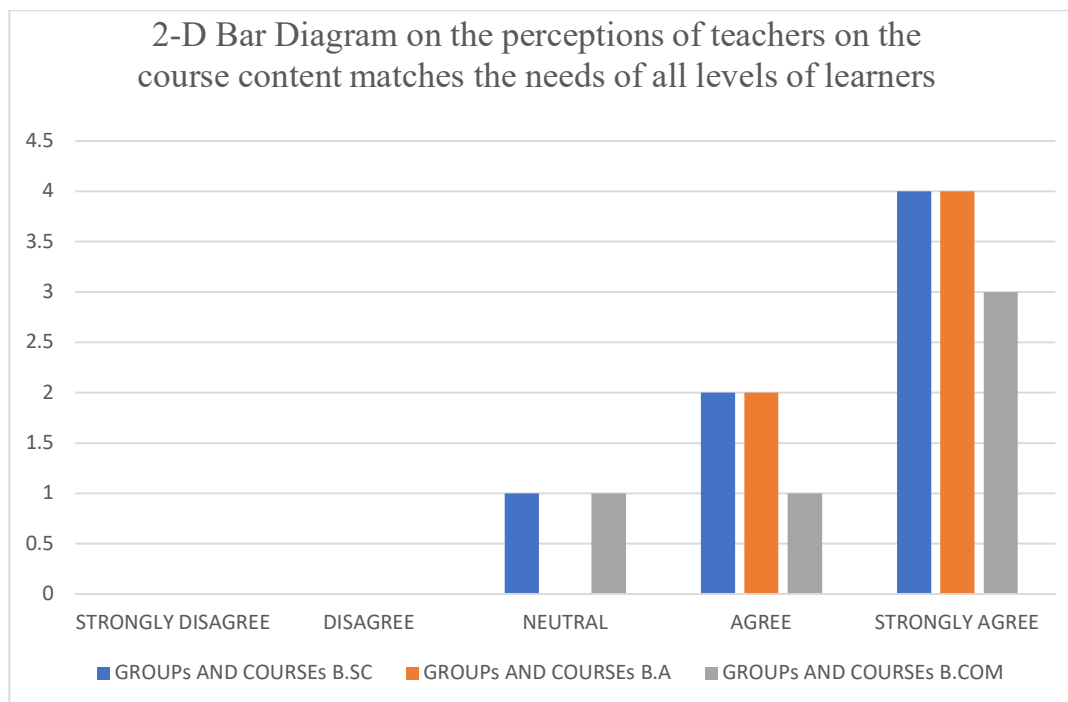


Table.30

Distribution of perceptions of teachers on the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	1	1	4
STRONGLY AGREE	5	5	4	14
Total	7	6	5	18

Source: Satisfaction Survey

Table 30 reveals the distribution of perceptions of teachers on the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. It is evident from the above table that the majority of the teachers 14 out of 18 perceived that they strongly agree with the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, followed by four teachers perceived that they agree that the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions and no teacher was perceived that they are neutral/disagree/strongly disagree that the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. The above data is presented in a 2-D Bar Diagram below.

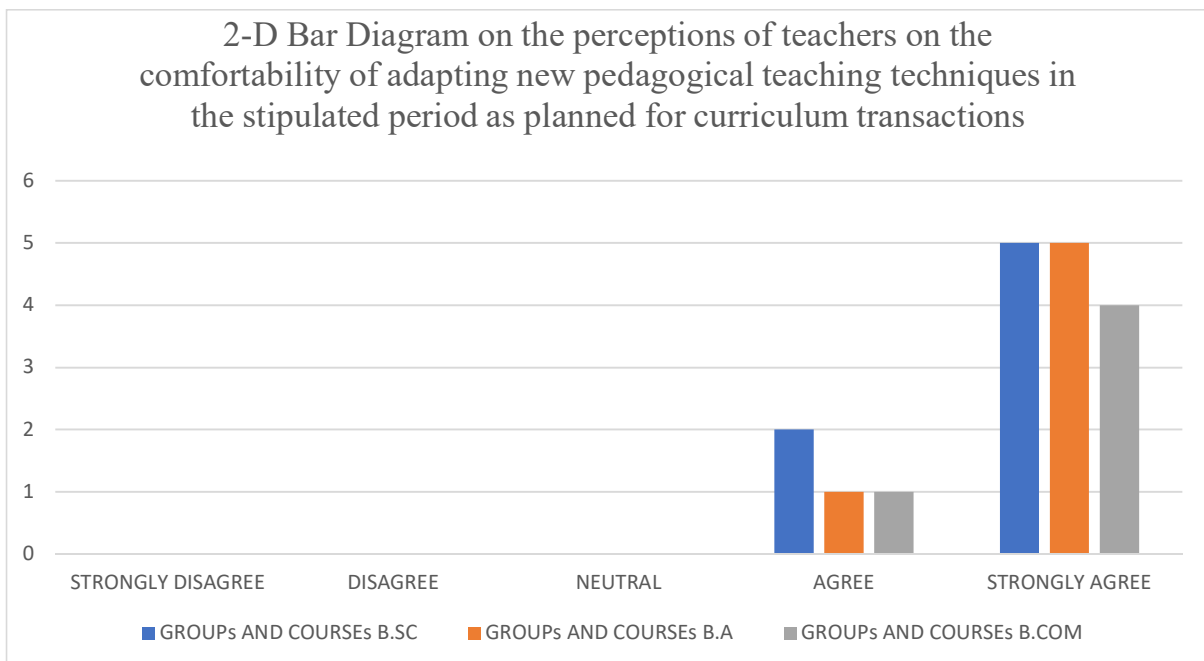


Table.31

Distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	3	2	2	7
STRONGLY AGREE	4	4	3	11
Total	7	6	5	18

Source: Satisfaction Survey

Table 31 characterises the distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college. It is evident from the above table that the majority of the teachers 11 out of 18 perceived that they strongly agree with the facilitation of ICT-based teaching by the college, followed by eight teachers perceived that they agree that the facilitation of ICT-based teaching by the college and no teacher was perceived that they are neutral/disagree/strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

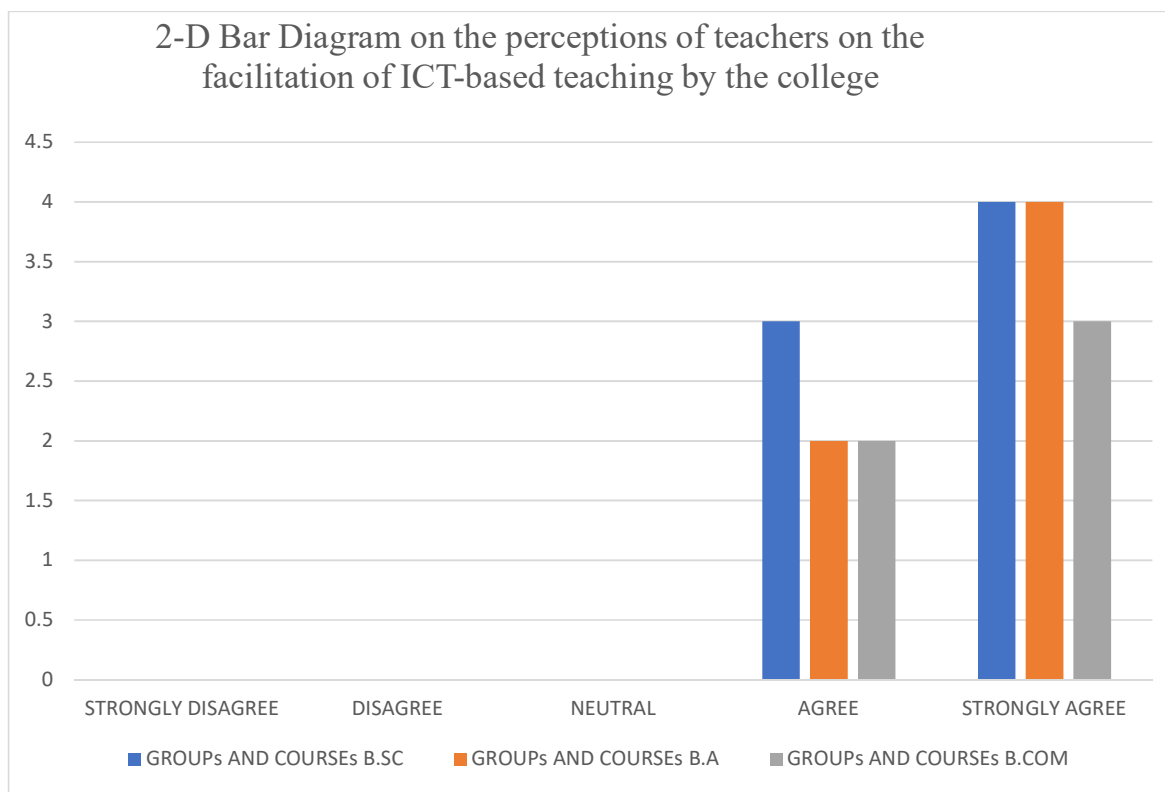


Table.32

Distribution of perceptions of teachers on whether the internal assessment is beneficial and enhances the learning levels of student

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	1	3
AGREE	3	2	2	7
STRONGLY AGREE	3	3	2	8
Total	7	6	5	18

Source: Satisfaction Survey

Table 32 explains the distribution of perceptions of teachers on the internal assessment is beneficial and enhances the learning levels of students. It is evident from the above table that the majority of the teachers eight out of 18 perceived that they strongly agree that the internal assessment is beneficial and enhances the learning levels of students, followed by seven teachers perceived that they agree that the internal assessment is beneficial and enhances the learning levels of student, in addition to that three teachers perceived that they are neutral on the internal assessment is beneficial and enhances the learning levels of students and no teacher was perceived that they are disagree and/or strongly disagree on the internal assessment is beneficial and enhances the learning levels of students. The above data is presented in a 2-D Bar Diagram below.

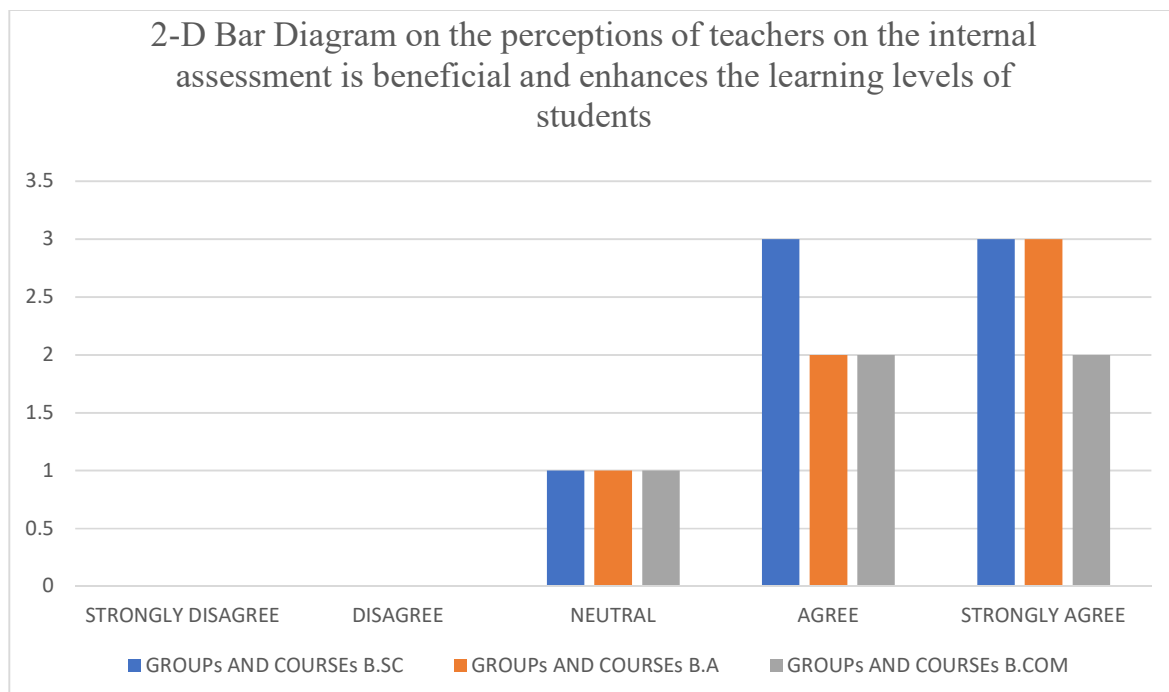
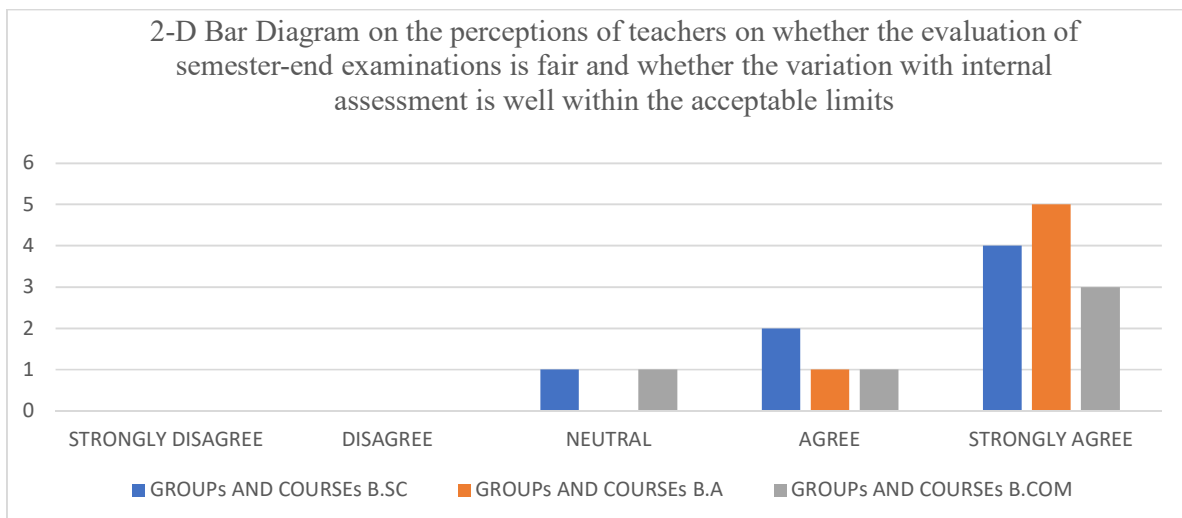


Table.33
Distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and the variation with internal assessment is well within the acceptable limits

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	2	1	1	4
STRONGLY AGREE	4	5	3	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 33 describes the distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. It is evident from the above table that the majority of the teachers 12 out of 18 perceived they strongly agreed whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, followed by four teachers who perceived that they agree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, in addition to that two teachers perceived that they are neutral on the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits and no teacher was perceived that they disagree and/or strongly disagree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. The above data is presented in a 2-D Bar Diagram below.





Sri Sathya Sai

PRINCIPAL

STSN Govt. DEGREE COLLEGE

KADIRI - 515 591

Sri Sathya Sai (Dist).

Report on Feedback of Students, Alumni, Parents, and Employers for the AY 2021-22

Table.1

Distribution of opinions of students of the college on the relevance of course structure to the course objectives

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	3	2	7
AVERAGE	0	0	2	0	0	1	0	0	5	2	10
GOOD	0	2	2	3	2	3	3	0	9	11	35
VERY GOOD	1	9	10	7	3	9	10	7	15	23	94
EXCELLENT	4	11	13	11	4	10	13	18	18	32	134
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 1 depicts the distribution of opinions of different students of the college from various groups over three years on the relevance of the course structure to the course objectives. It is obvious from the above table that the majority of the students 134 out of 280 opined that the relevance of the course structure to the course objectives is excellent, followed by 94 students who perceived that the relevance of the course structure to the course objectives is very good, 35 students perceived that the relevance of the course structure to the course objectives is good, ten students felt that the relevance of the course structure to the course objectives is average and very fewer students seven out of 280 expressed their opinion that the relevance of the course structure to the course objectives is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

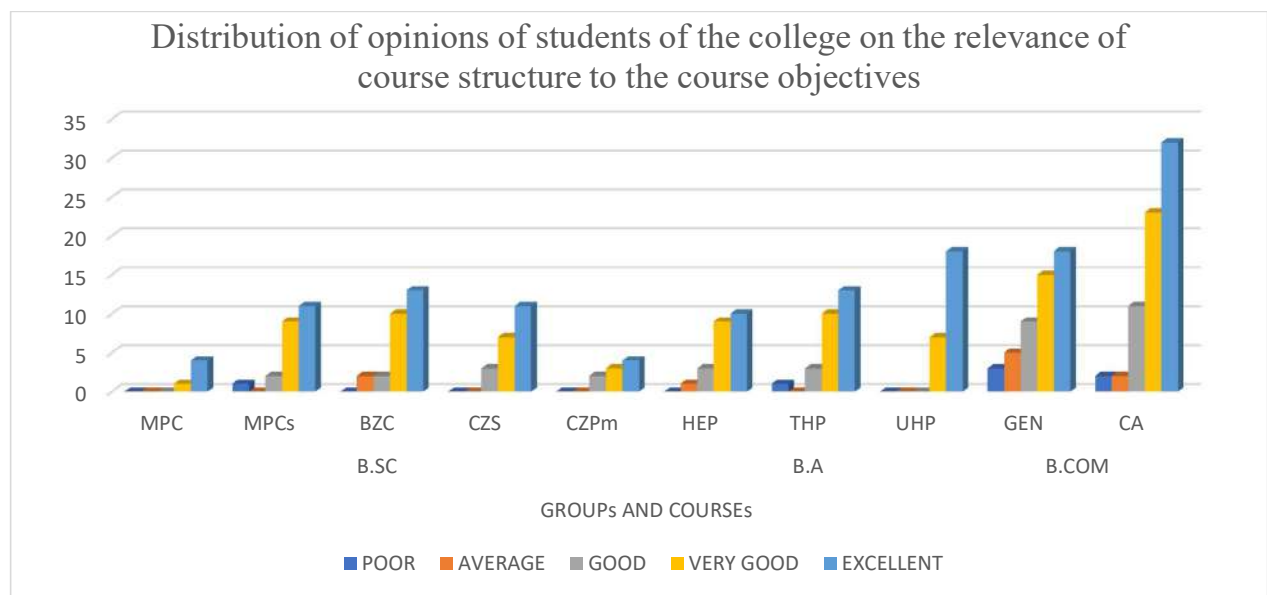


Table.2

Distribution of opinions of students of the college on the scope for skill development/employability/entrepreneurship in the course offered

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	1	0	0	1	1	0	2	1	7
AVERAGE	0	0	1	1	0	1	0	0	4	3	10
GOOD	0	3	3	2	1	3	3	2	10	9	36
VERY GOOD	2	7	8	8	4	8	10	6	14	19	86
EXCELLENT	3	12	14	10	4	10	13	17	20	38	141
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 2 depicts the distribution of perceptions of different students of the college from various groups over three years on the scope for skill development/employability/entrepreneurship in the course offered. It is obvious from the above table that the majority of the students 141 out of 280 opined that the scope for skill development/employability/entrepreneurship in the course offered is excellent, following that 86 discouraged that the scope for skill development/employability/entrepreneurship in the course offered is very good, 36 students perceived that the scope for skill development/employability/entrepreneurship in the course offered is good, ten students felt that the scope for skill development/employability/entrepreneurship in the course offered is average and very fewer students seven out of 280 expressed their opinion that the scope for skill development/employability/entrepreneurship in the course offered is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

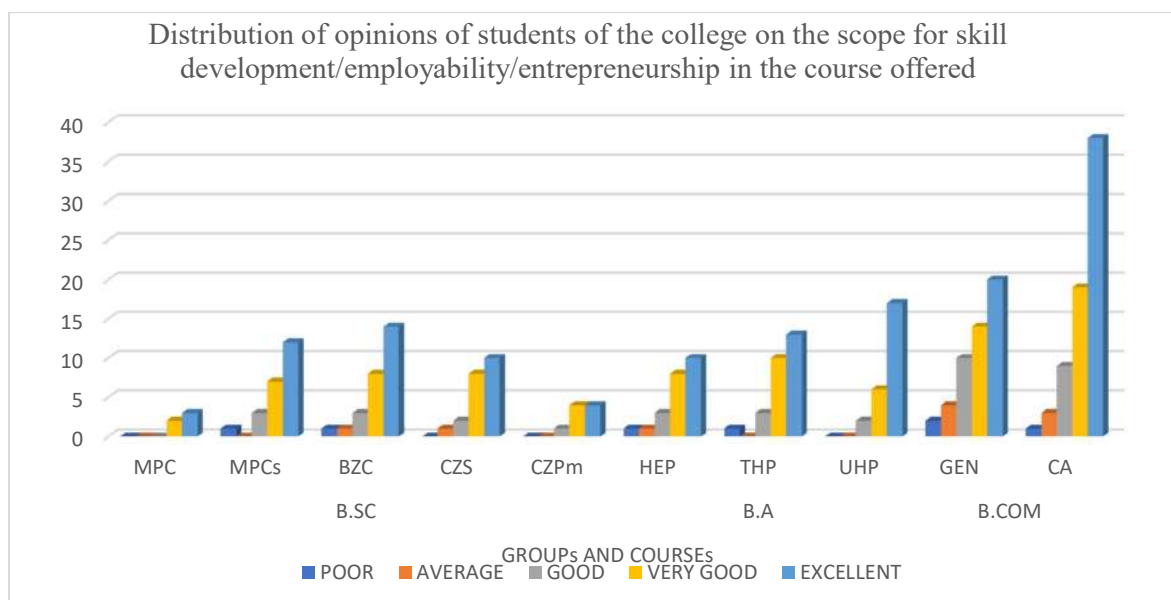


Table.3

Distribution of opinions of students of the college on the research orientation in the course design

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	1	1	0	0	0	0	1	0	2	1	6
AVERAGE	0	0	2	1	1	1	1	0	3	2	11
GOOD	0	2	2	3	1	2	2	0	7	9	28
VERY GOOD	1	8	9	6	2	5	10	9	17	25	92
EXCELLENT	3	12	14	11	5	15	13	16	21	33	143
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 3 depicts the distribution of opinions of different students of the college from various groups over three years on the research orientation in the course design. It is understandable from the above table that the majority of the students 143 out of 280 opined that the research orientation in the course design is excellent, following 92 discouraged that the research orientation in the course design is very good, 28 students perceived that the research orientation in the course design is good, 11 students felt that the research orientation in the course design is average and very fewer students six out of 280 expressed their opinion that the research orientation in the course design is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

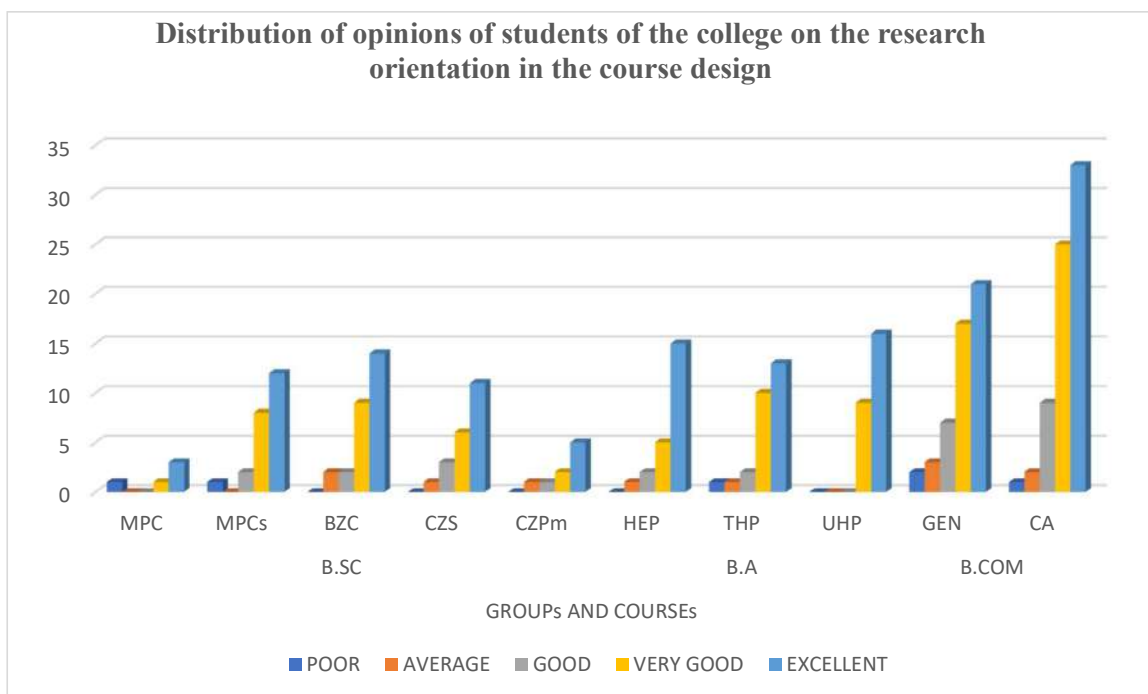


Table.4

Distribution of opinions of students of the college on the structure of the CBCS curriculum

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	0	0	0	0
AVERAGE	0	1	2	0	0	1	1	0	3	2	10
GOOD	1	2	3	3	2	3	2	2	6	9	33
VERY GOOD	1	9	10	7	3	9	9	6	16	22	92
EXCELLENT	3	11	12	11	4	10	15	17	25	37	145
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 4 depicts the distribution of perceptions of different students of the college from various groups over three years on the structure of the CBCS curriculum. It is obvious from the above table that the majority of the students 145 out of 280 opined that the structure of the CBCS curriculum is excellent, following 92 discoursed that the structure of the CBCS curriculum is very good, 33 students perceived that the structure of the CBCS curriculum is good, ten students felt that the structure of the CBCS curriculum is average and no student has expressed their opinion that the structure of the CBCS curriculum is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

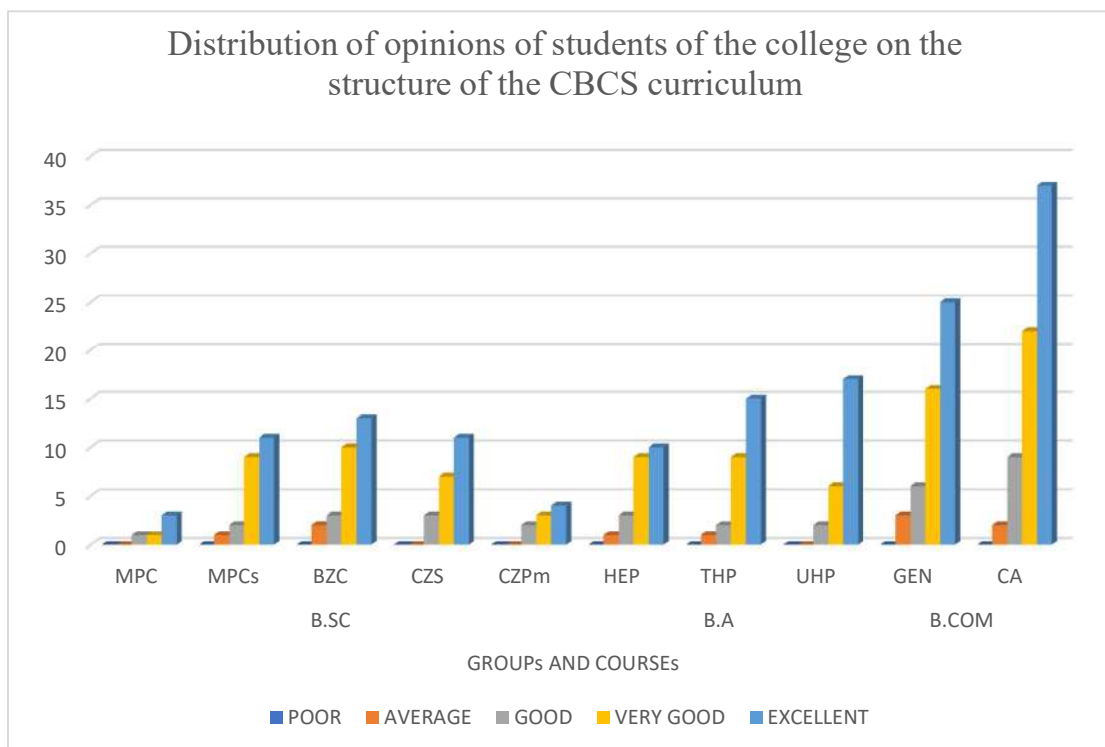


Table.5

Distribution of opinions of students of the college on the pattern of curriculum evaluation

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	1	0	1	0	1	0	2	3	8
AVERAGE	0	1	1	1	0	1	0	0	3	4	11
GOOD	0	2	2	2	1	3	3	0	8	10	31
VERY GOOD	2	9	8	6	2	9	10	7	15	19	87
EXCELLENT	3	11	15	12	5	10	13	18	22	34	143
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 5 depicts the distribution of opinions of different students of the college from various groups over three years on the pattern of curriculum evaluation. It is obvious from the above table that the majority of the students 143 out of 280 opined that the pattern of curriculum evaluation is excellent, following 87 discouraged that the pattern of curriculum evaluation is very good, 31 students perceived that the pattern of curriculum evaluation is good, 11 students felt that the pattern of curriculum evaluation is average and very fewer students eight out of 280 expressed their opinion that the pattern of curriculum evaluation is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

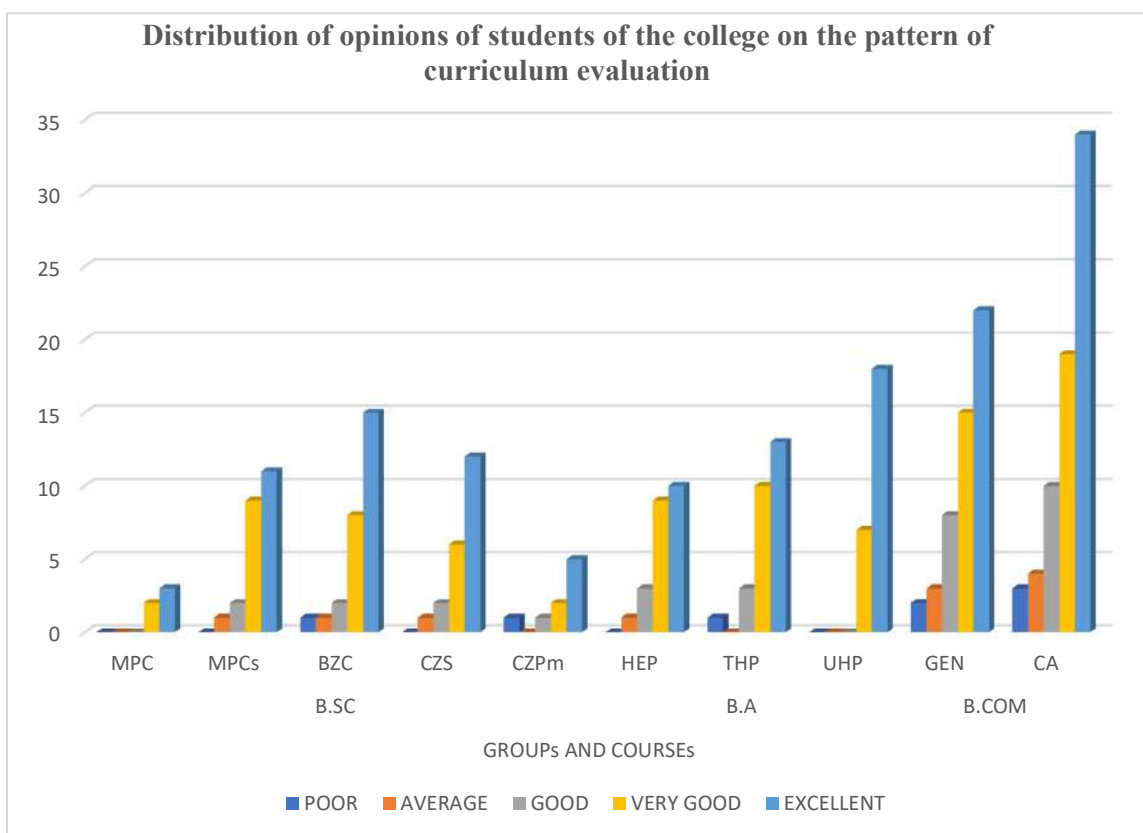


Table.6

Distribution of opinions of students of the college on the rate the academic environment of the college

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	0	0	0	0
AVERAGE	0	0	2	0	0	1	0	0	5	2	10
GOOD	1	2	2	3	1	2	3	2	9	11	36
VERY GOOD	1	8	9	7	2	10	9	7	16	22	91
EXCELLENT	3	13	14	11	6	10	15	16	20	35	143
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 6 depicts the distribution of opinions of different students of the college from various groups over three years on the rate of the academic environment of the college. It is obvious from the above table that the majority of the students 143 out of 280 opined that the rate of the academic environment of the college is excellent, following that 91 discoursed that the rate of the academic environment of the college is very good, 36 students perceived that the rate of the academic environment of the college is good, ten students felt that the rate of the academic environment of the college is average and no student has expressed their opinion that the rate of the academic environment of the college is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

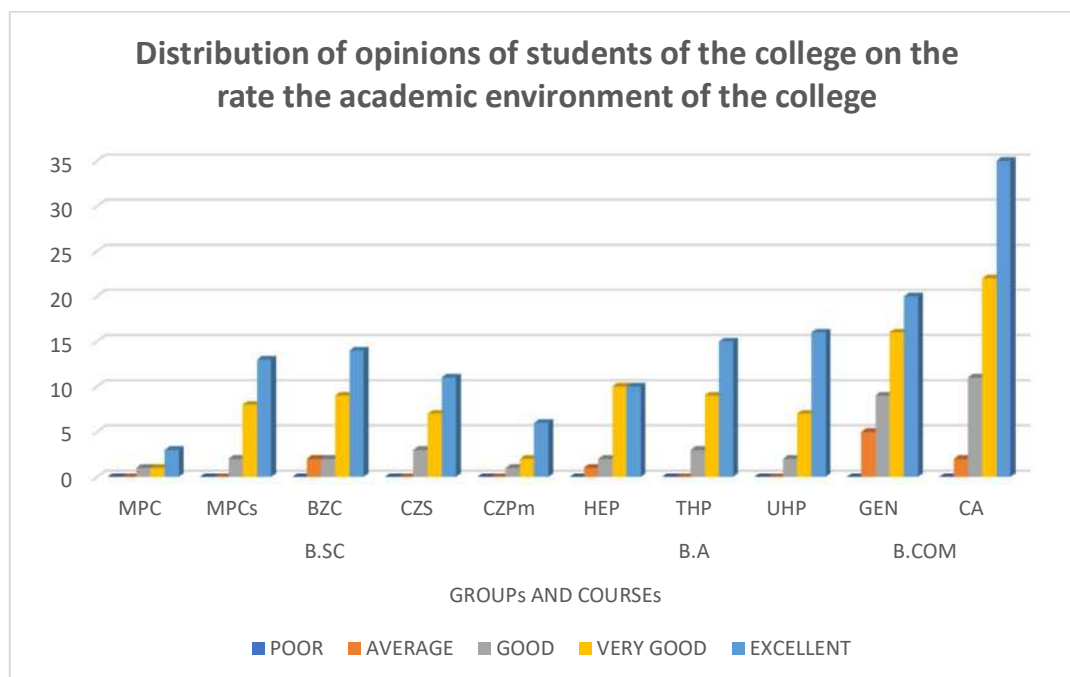


Table.7

Distribution of opinions of students of the college on the coverage of syllabus

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	2	3	7
AVERAGE	0	0	2	1	0	1	0	0	3	4	11
GOOD	0	3	2	3	2	3	3	0	6	9	31
VERY GOOD	2	7	8	6	3	9	10	7	16	23	91
EXCELLENT	3	12	15	11	4	10	13	18	23	31	140
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 7 depicts the distribution of opinions of different students of the college from various groups over three years on the coverage of the syllabus. It is obvious from the above table that the majority of the students 140 out of 280 opined that the coverage of the syllabus is excellent, following 91 discouraged that the coverage of the syllabus is very good, 31 students perceived that the coverage of the syllabus is good, 11 students felt that the coverage of the syllabus is average and very fewer students seven out of 280 expressed their opinion that the coverage of the syllabus is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

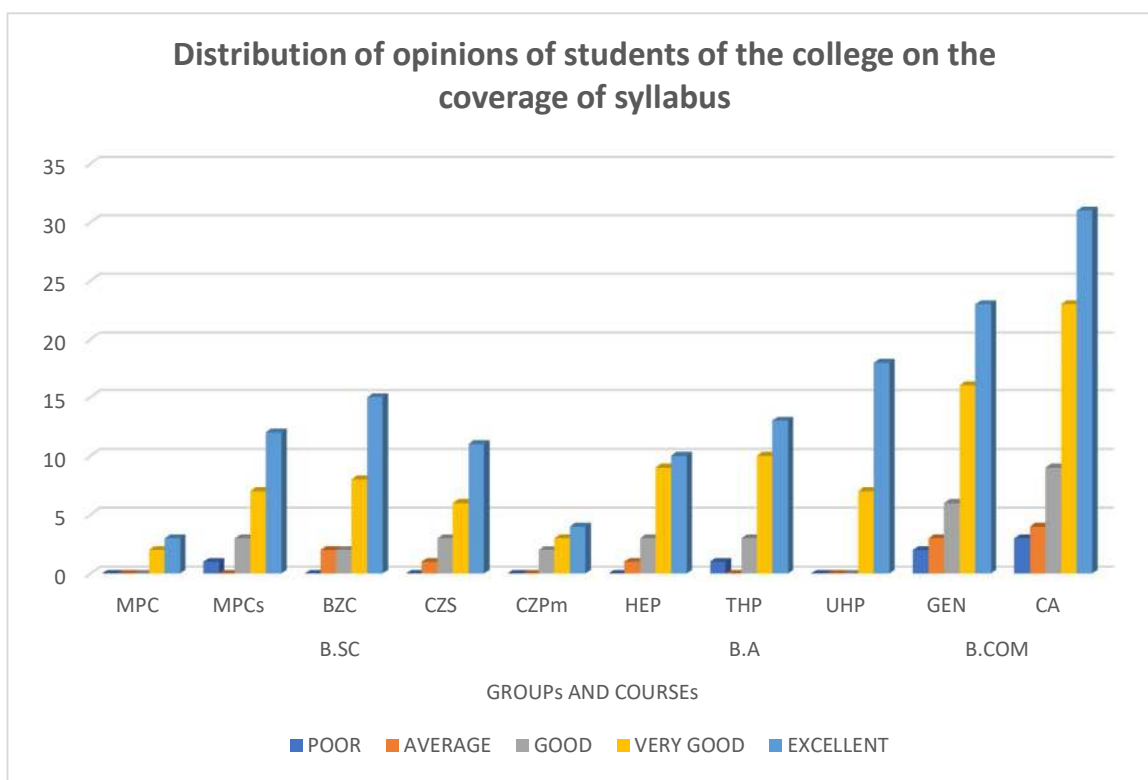


Table.8

Distribution of opinions of students of the college on the adherence to academic calendar

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	2	2	6
AVERAGE	0	0	2	0	0	1	0	0	4	3	10
GOOD	0	2	2	3	2	3	3	0	7	10	32
VERY GOOD	1	9	10	7	3	9	10	7	15	19	90
EXCELLENT	4	11	13	11	4	10	13	18	22	36	142
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 8 depicts the distribution of opinions of different students of the college from various groups over three years on the adherence to the academic calendar. It is obvious from the above table that the majority of the students 142 out of 280 opined that the adherence to the academic calendar is excellent, 90 discourses that the adherence to the academic calendar is very good, 32 students perceived that the adherence to the academic calendar is good, ten students felt that the adherence to the academic calendar is average and very fewer students six out of 280 expressed their opinion that the adherence to the academic calendar is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

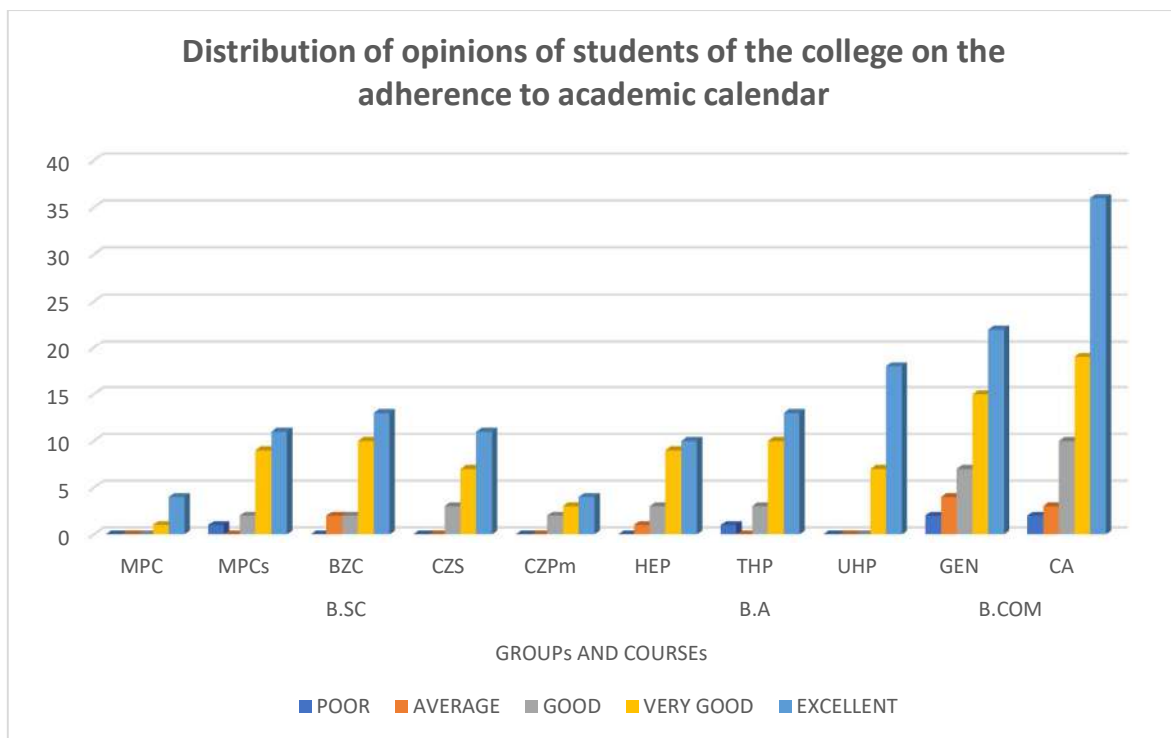


Table.9

Distribution of opinions of students of the college on the library facilities

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	1	0	2	2	5
AVERAGE	0	0	1	0	0	1	0	0	3	2	7
GOOD	0	2	3	2	1	2	3	2	10	11	36
VERY GOOD	3	10	9	6	3	8	10	6	14	23	92
EXCELLENT	2	11	14	13	5	12	13	17	21	32	140
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 9 depicts the distribution of opinions of different students of the college from various groups over three years on the library facilities. It is obvious from the above table that the majority of the students 140 out of 280 opined that the library facilities are excellent, following that 92 discouraged that the library facilities are very good, 36 students perceived that the library facilities are good, seven students felt that the library facilities is average and very fewer students five out of 280 expressed their opinion that the library facilities is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

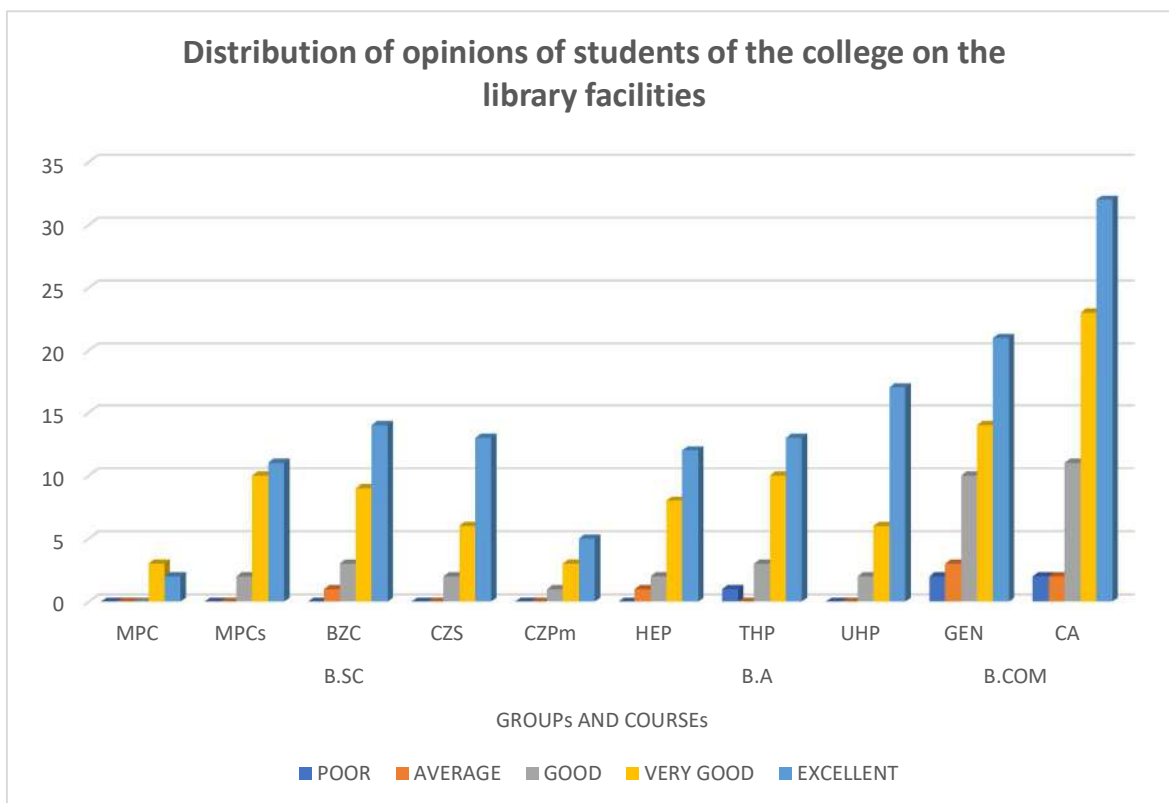


Table.10

Distribution of opinions of students of the college on the lab facilities

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	0	3	2	5
AVERAGE	0	1	2	0	0	1	0	0	4	2	10
GOOD	0	3	3	2	2	3	2	0	9	11	35
VERY GOOD	2	8	9	7	3	9	10	7	15	20	90
EXCELLENT	3	11	13	12	4	10	15	18	19	35	140
Total	5	23	27	21	9	23	27	25	50	70	280

Source: Student Satisfaction Survey Data

Table 10 depicts the distribution of opinions of different students of the college from various groups over three years on the lab facilities. It is obvious from the above table that the majority of the students 140 out of 280 opined that the lab facilities are excellent, 90 discouraged that the lab facilities are very good, 35 students perceived that the lab facilities are good, ten students felt that the lab facilities is average and very fewer students five out of 280 expressed their opinion that the lab facilities is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

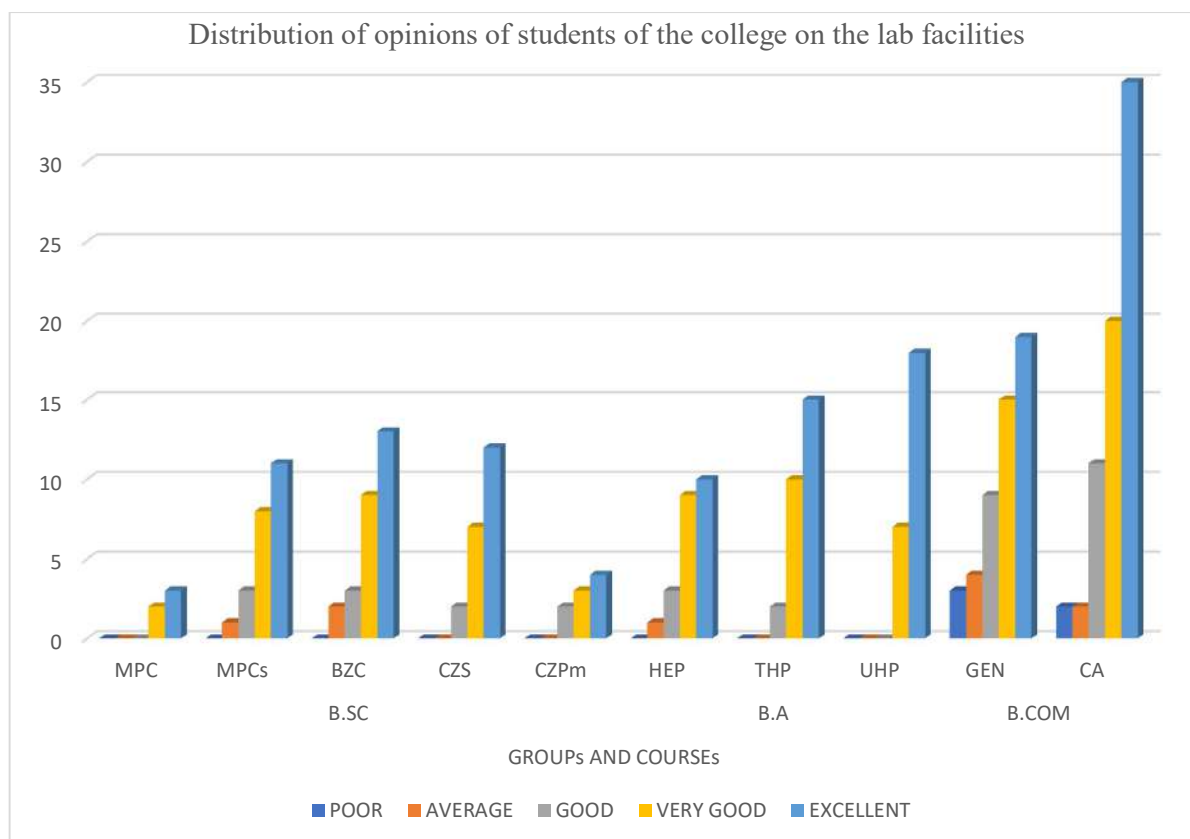


Table.11

**Distribution of opinions of the alma mater
whether the prescribed curriculum design
helped them to gain knowledge**

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	11	24
NO	0	1	1	2
Total	7	7	12	26

Source: Satisfaction Survey

Table 11 depicts the distribution of opinions of different alma mater of the college and whether the prescribed curriculum design helped them to gain the knowledge or not. It is noticeable from the above table that the majority of the alma mater 24 out of 26 of the college has responded that the prescribed curriculum design helped them to gain the knowledge and only two discoursed that the prescribed curriculum design couldn't help them to gain the knowledge. The above data is presented in a 2-D Bar Diagram below.

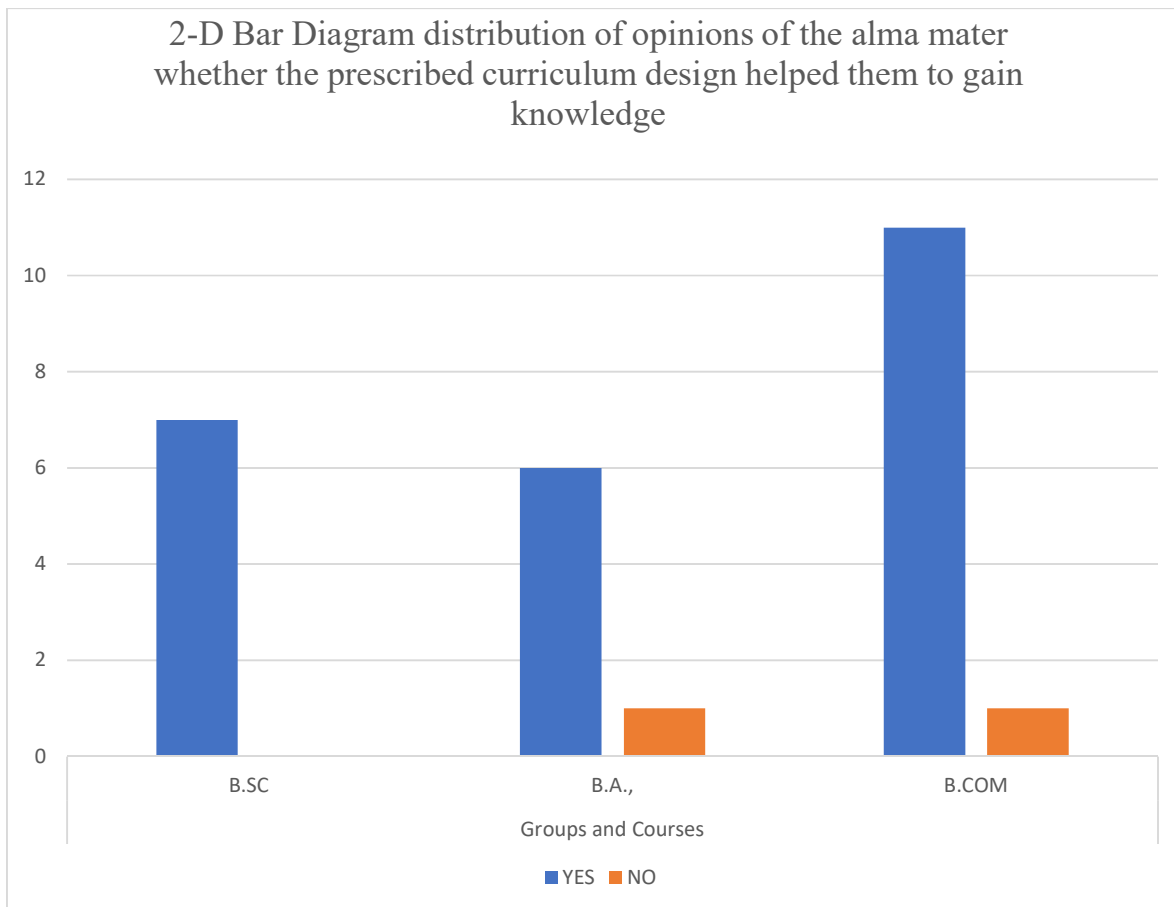


Table.12

Distribution of the alma mater and whether the course structure relevant to progress for the higher levels

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	6	10	21
NO	2	1	2	5
Total	7	7	12	26

Source: Satisfaction Survey

Table 12 depicts the distribution of opinions of different alma mater of the college and whether the course structure is relevant to progress for the higher levels or not. It is noticeable from the above table that the majority of the alma mater 21 out of 26 of the college has responded that the course structure is relevant to progress for the higher levels and only five discouraged that the course structure is relevant to progress for the higher levels. The above data is presented in a 2-D Bar Diagram below.

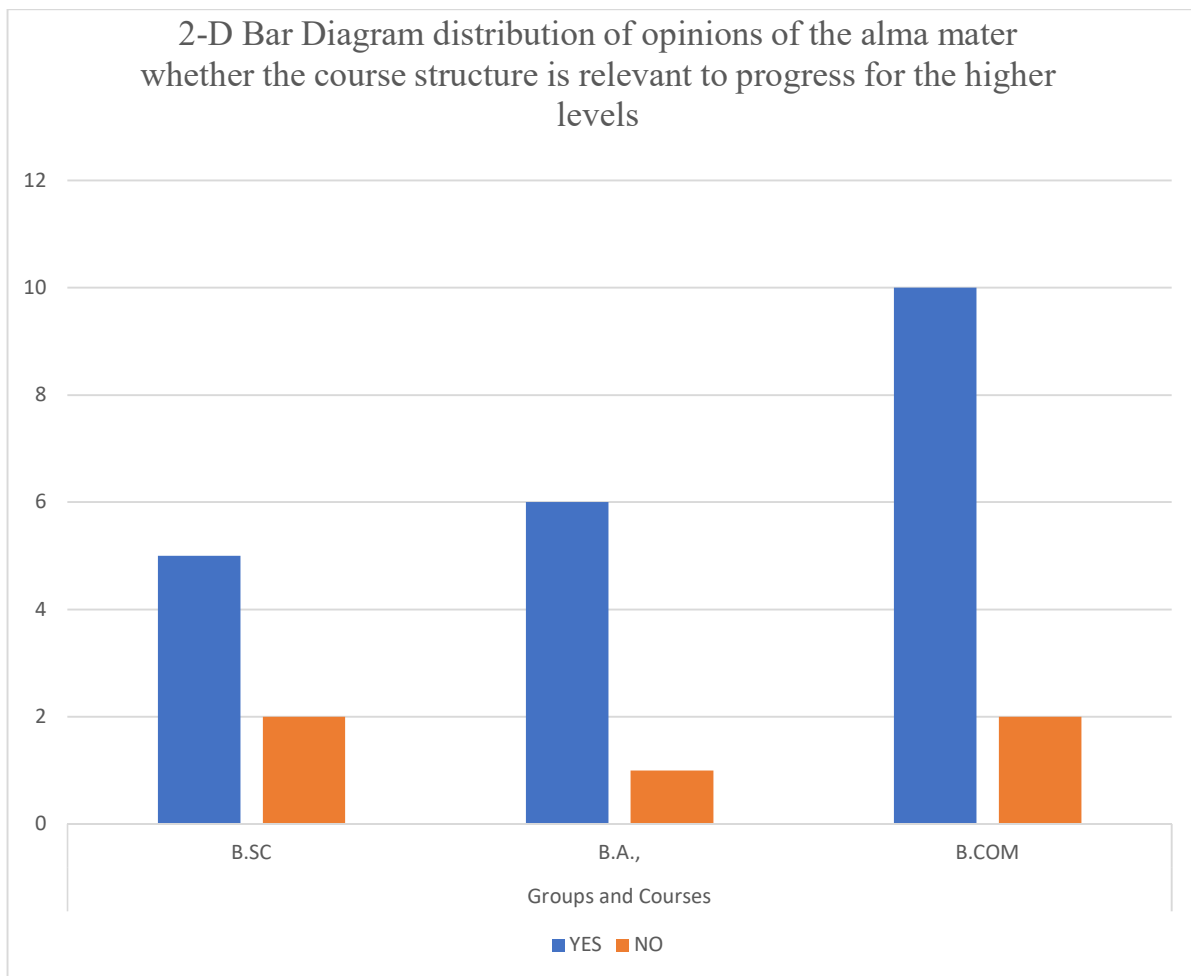


Table.13

Distribution of the alma mater and whether the course design applicable to real-life situations

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	9	20
NO	2	1	3	6
Total	8	6	12	26

Source: Satisfaction Survey

Table 13 portrays the distribution of opinions of different alma mater of the college and whether the course design applies to real-life situations or not. It is perceptible from the above table that the majority of the alma mater 20 out of 26 of the college has responded that the course design applies to real-life situations and only six discouraged that the course design applies to real-life situations. The above data is presented in a 2-D Bar Diagram below.

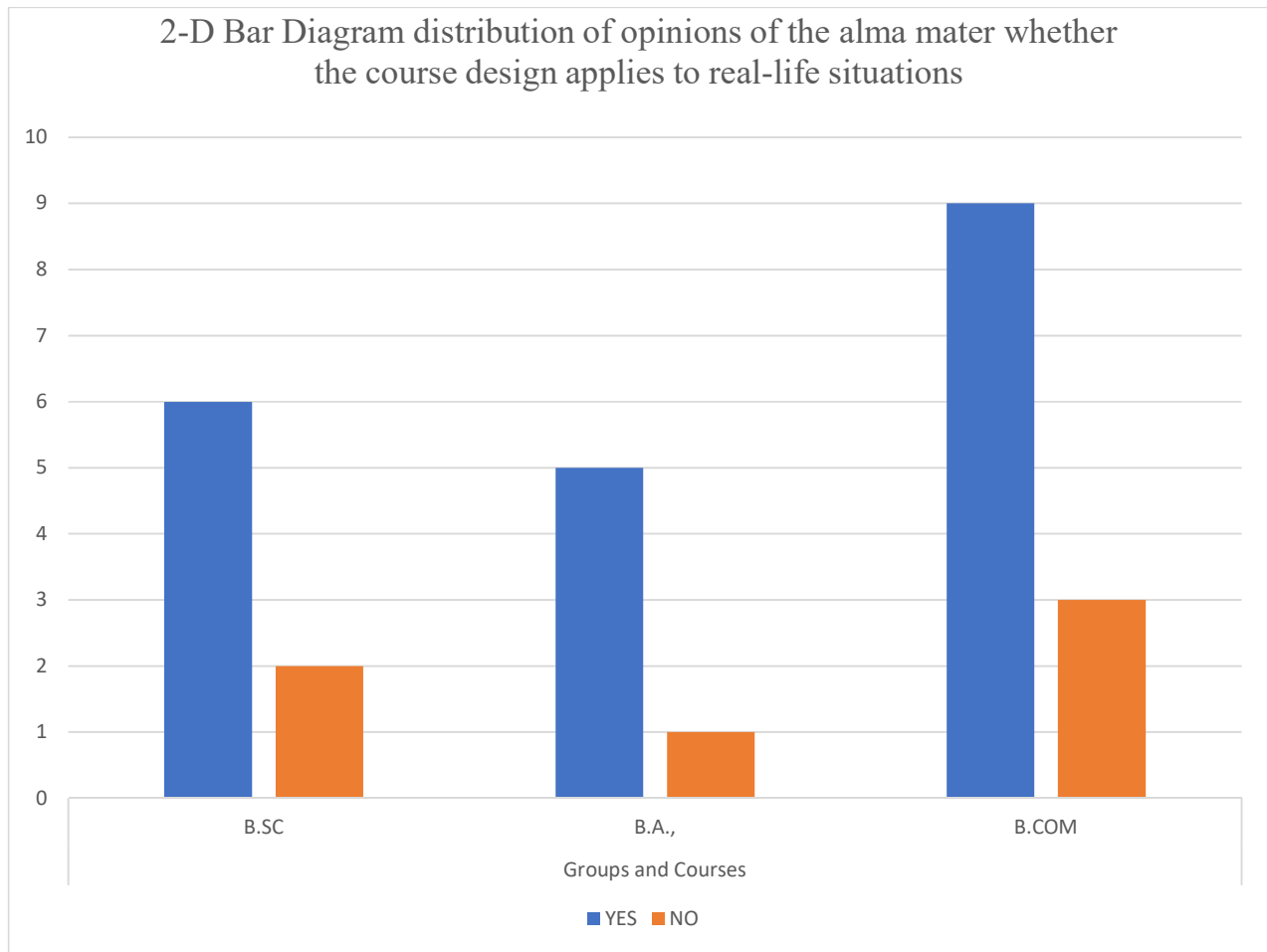


Table.14

Distribution of the alma mater and whether the course structure evokes research aptitude

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	8	17
NO	3	2	4	9
Total	7	7	12	26

Source: Satisfaction Survey

Table 14 shows the distribution of opinions of different alma mater of the college on whether the course structure evokes research aptitude or not. It is visible from the above table that the majority of the alma mater 17 out of 26 of the college has responded that the course structure evokes research aptitude and only nine discouraged that the course structure couldn't evoke research aptitude. The above data is presented in a 2-D Bar Diagram below.

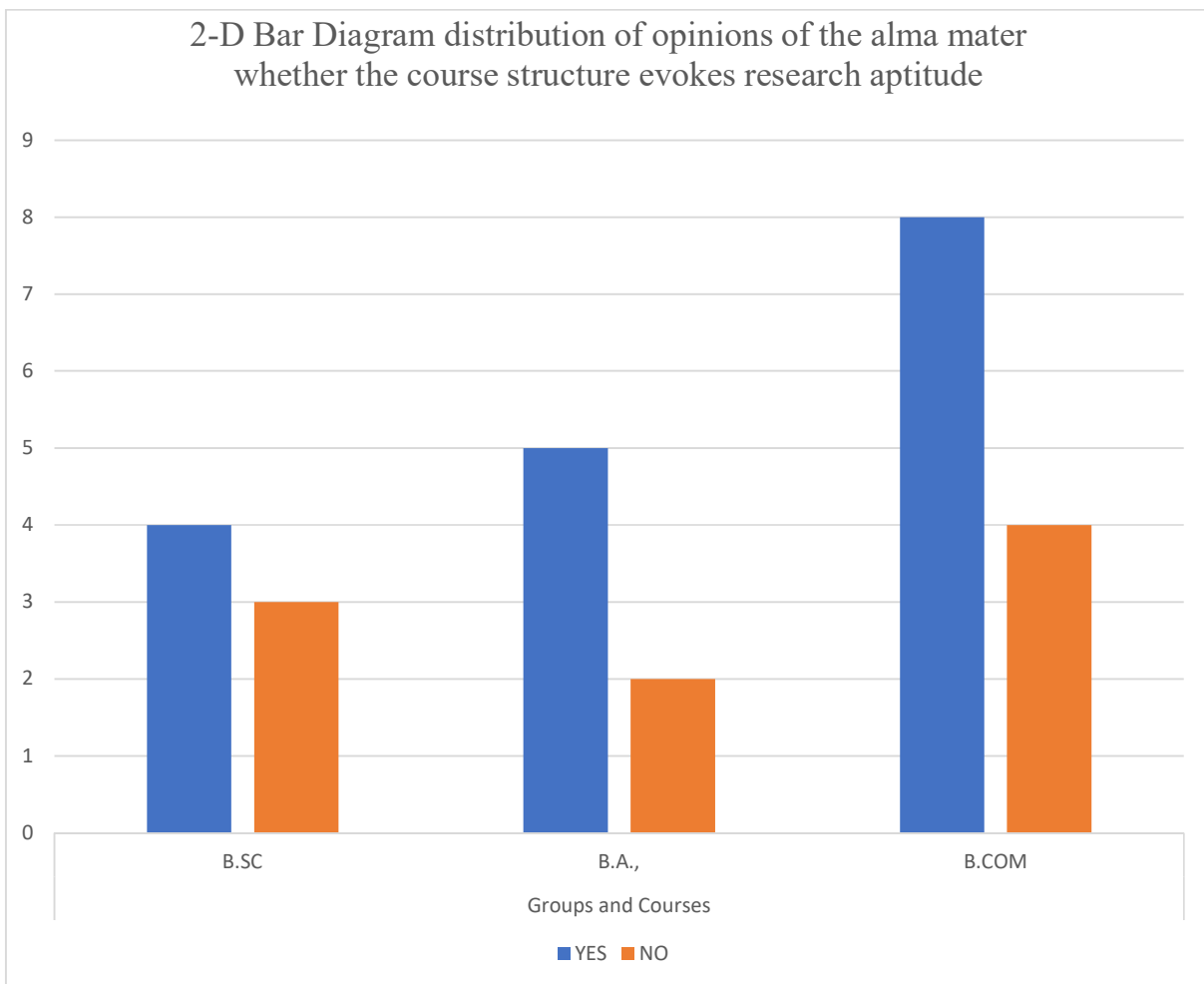


Table.15

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to self-employment

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	10	21
NO	1	2	2	5
Total	7	7	12	26

Source: Satisfaction Survey

Table 15 portrays the distribution of opinions of different alma mater of the college and whether the course structure is helpful for them to adapt themselves to self-employment or not. It is obvious from the above table that the majority of the alma 21 out of 26 of the college have responded that the course structure is helpful for them to adapt themselves to self-employment and only five discouraged that the course structure couldn't helpful for them to adapt themselves to self-employment. The above data is presented in a 2-D Bar Diagram below.

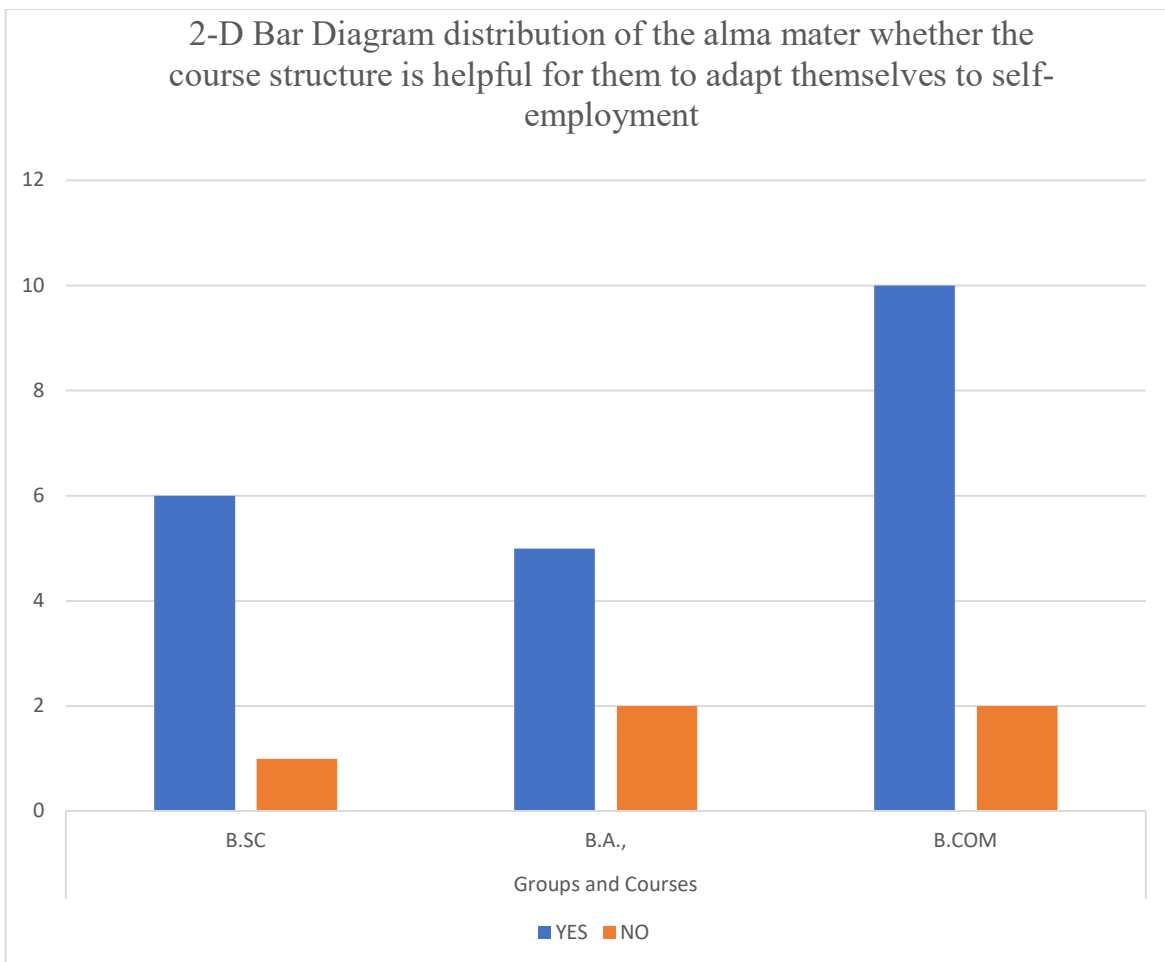


Table.16

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to their career

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	11	20
NO	3	2	1	6
Total	7	7	12	26

Source: Satisfaction Survey

Table 16 reveals the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to their career or not. It is noticeable from the above table that the majority of the alma 20 out of 26 of the college have responded that the course structure was helpful for them to adapt themselves to their career and only six discouraged that the course structure wasn't helpful for them to adapt themselves to their career. The above data is presented in a 2-D Bar Diagram below.

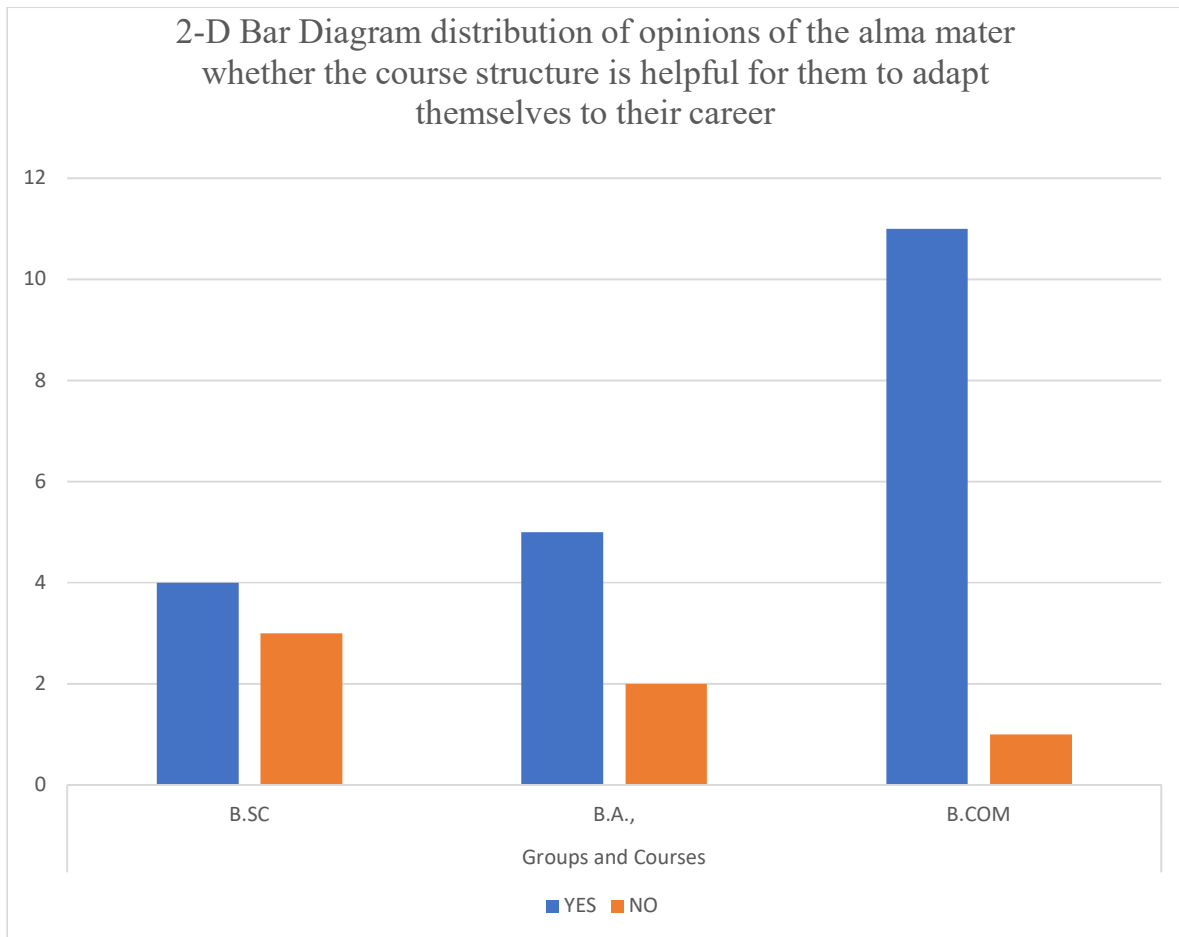


Table.17

Distribution of perceptions of parents on whether they are satisfied with the course and group that their ward was studying

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 17 represents the distribution of perceptions of parents of the students of the college on whether they are satisfied with the course and group that their wards were studying or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they were satisfied with the course and group that their wards were studying and only eight discouraged that they were not satisfied with the course and group that their wards were studying. The above data is presented in a 3-D Bar Diagram below.

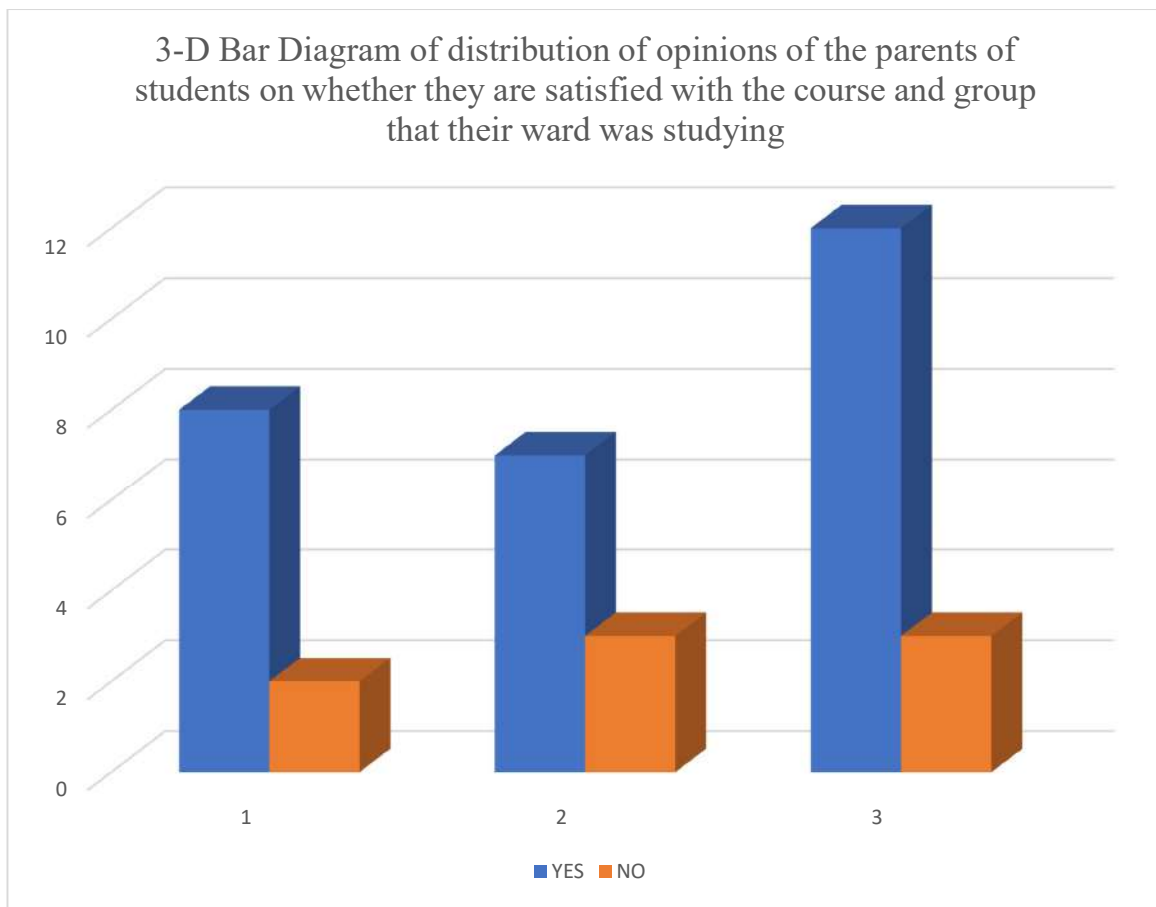


Table.18

Distribution of perceptions of parents on whether they feel that the curriculum that was formulated would cater to the employer's requirements

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	11	24
NO	3	4	4	11
Total	10	10	15	35

Source: Satisfaction Survey

Table 18 characterizes the distribution of perceptions of parents of the students of the college on whether they feel that the curriculum that was formulated would cater to the employer's requirements or not. It is visible from the above table that the majority of the parents of the students of the college 24 out of 35 have responded that they feel that the curriculum that was formulated would cater to the employer's requirements and only eleven discouraged that they feel that the curriculum that was formulated wouldn't cater the employer's requirements. The above data is presented in a 3-D Bar Diagram below.

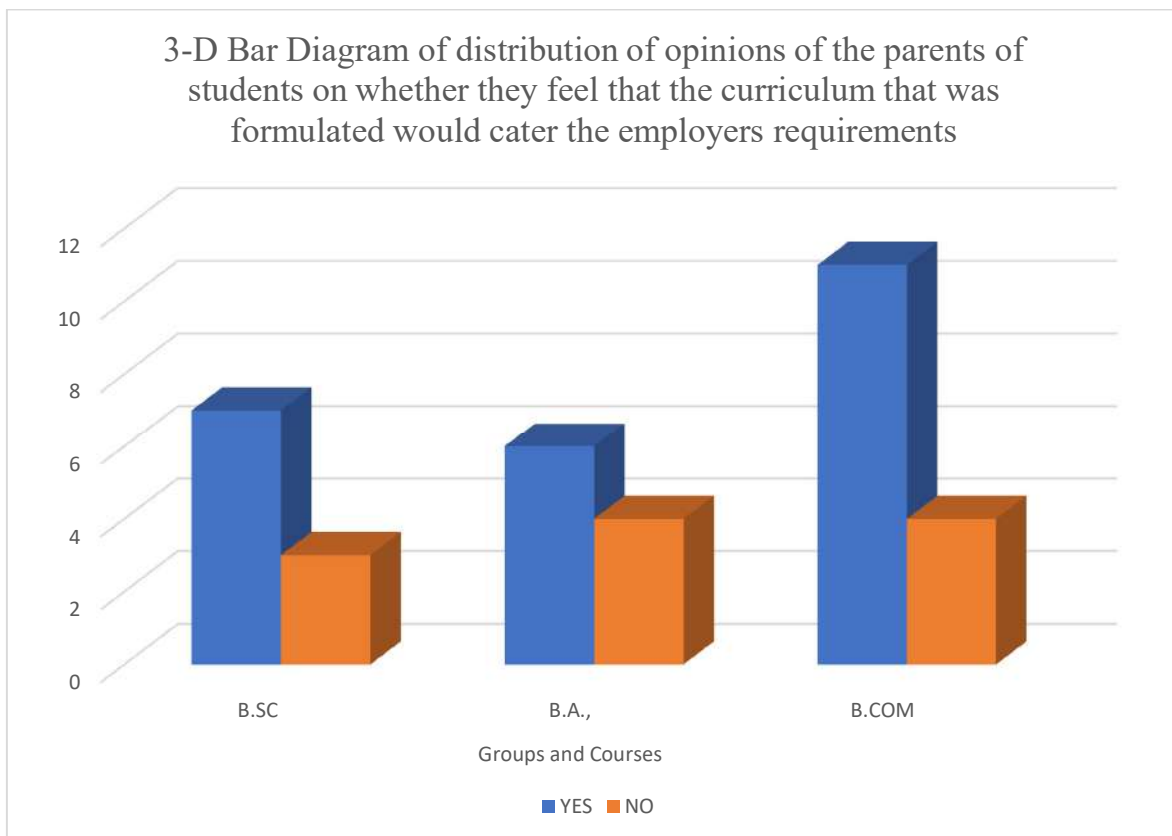


Table.19

Distribution of perceptions of parents on whether they think that the curriculum helps their ward to develop professional skills

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	9	8	13	30
NO	1	2	2	5
Total	10	10	15	35

Source: Satisfaction Survey

Table 19 represents the distribution of perceptions of parents of the students of the college on whether they think that the curriculum helps their ward to develop professional skills or not. It is visible from the above table that the majority of the parents of the students of the college 30 out of 35 have responded that they think that the curriculum helps their ward to develop professional skills and only five discouraged that they think that the curriculum couldn't help their ward to develop the professional skills. The above data is presented in a 3-D Bar Diagram below.

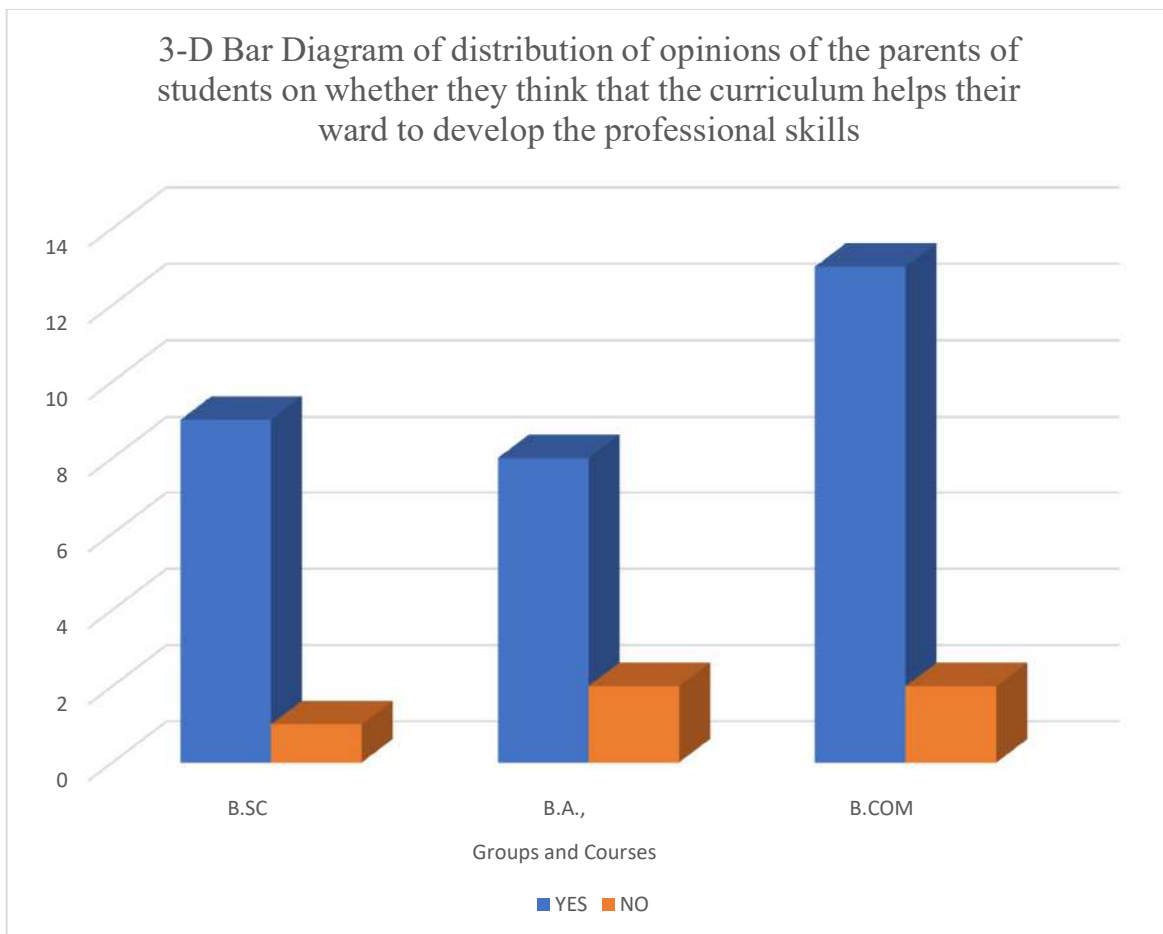


Table.20

Distribution of perceptions of parents on whether they accepted that the curriculum would help in the all-round development of their ward

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 20 represents the distribution of perceptions of parents of the students of the college on whether they believe that the curriculum would help in the all-round development of their ward or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they appoint that the curriculum would help in the all-round development of their ward and only eight discouraged that they wouldn't accept that the curriculum would help in the all-round development of their ward. The above data is presented in a 3-D Bar Diagram below.

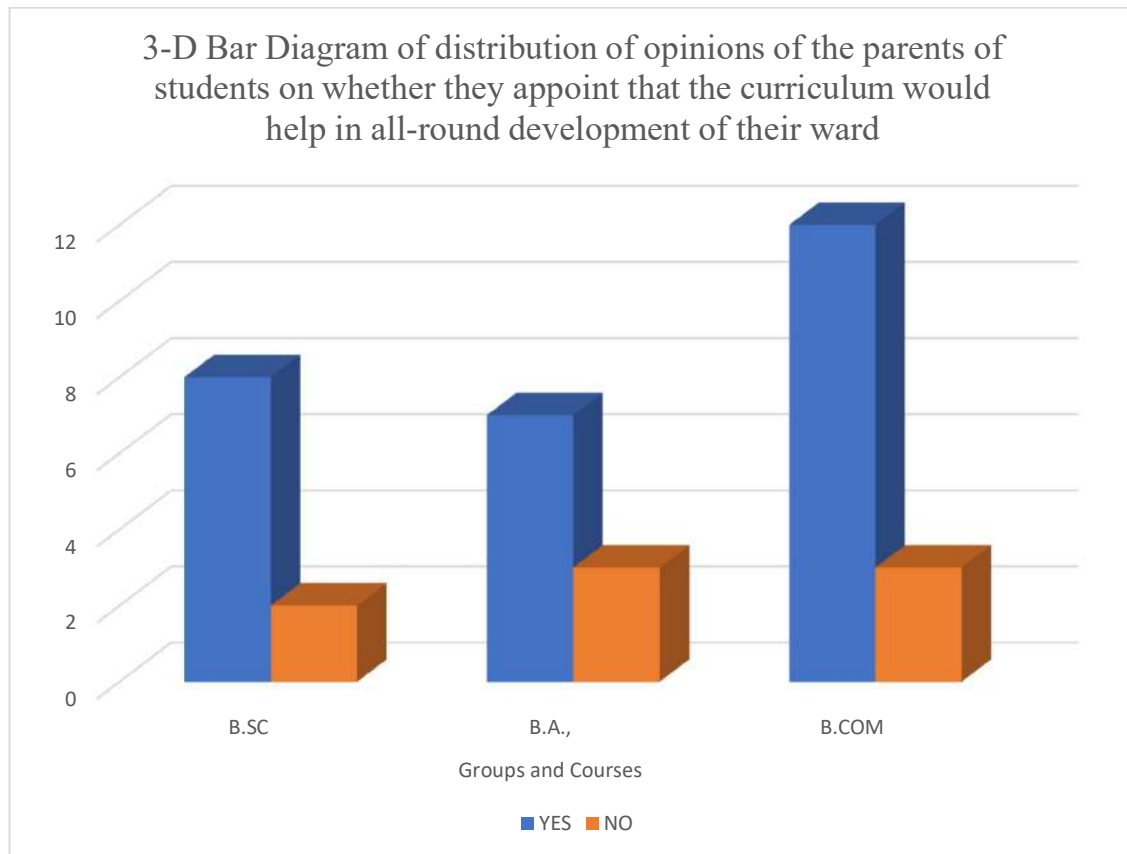


Table.21

Distribution of perceptions of parents on whether they would like to add any topic to the existing curriculum

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 21 represents the distribution of perceptions of parents of the students of the college on whether they would like to add a topic to the existing curriculum or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they would like to add a topic to the existing curriculum and only eight discussed that they wouldn't like to add a topic to the existing curriculum. The above data is presented in a 3-D Bar Diagram below.

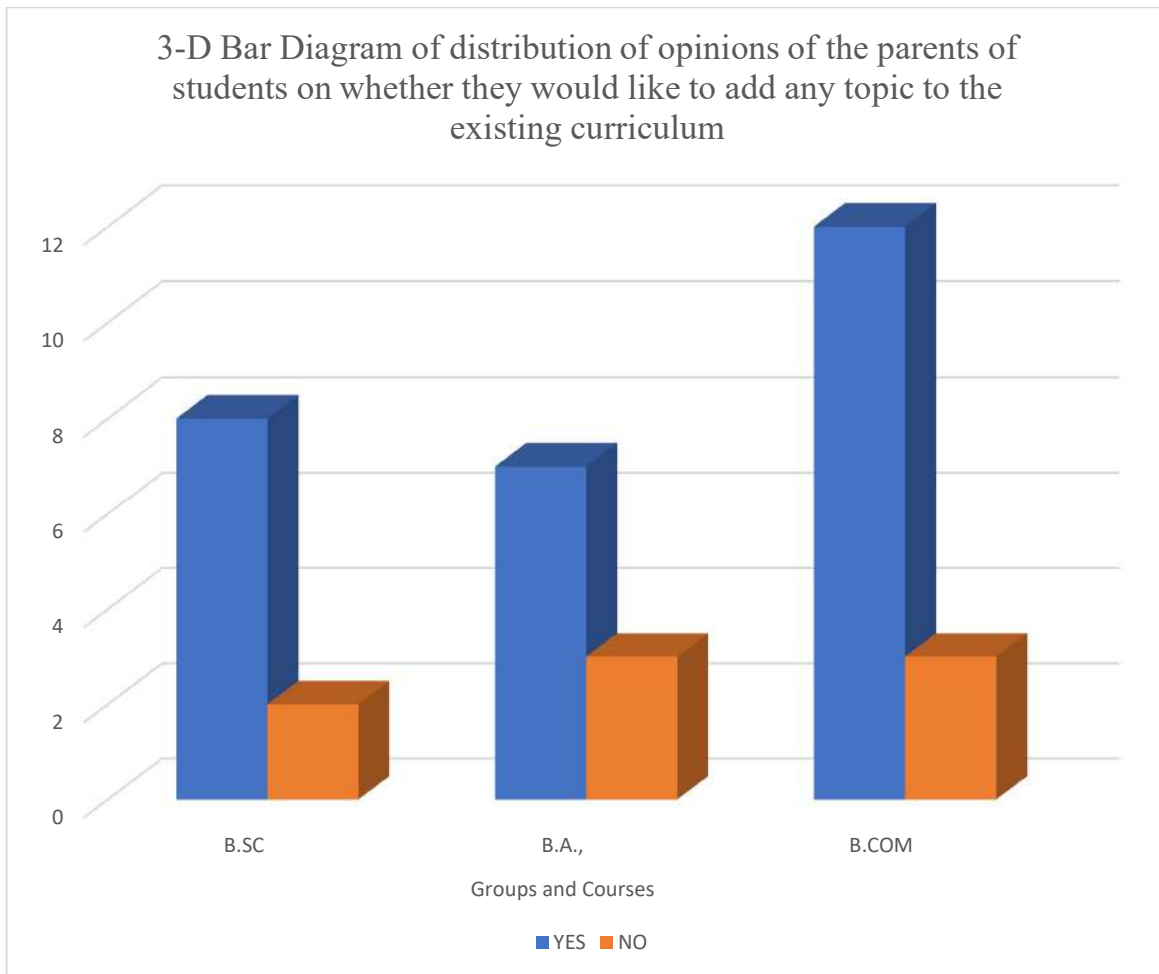


Table.22

Distribution of opinions of employers on soft skills and communication skills

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	3	2	4	5	3	17
NEED TO IMPROVE	1	0	1	1	0	3
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 22 characterizes the distribution of opinions of employers on soft skills and communication skills. It is evident from the above table that the majority of the employers 17 out of 20 have responded that the soft skills and communication skills were satisfactory and three suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

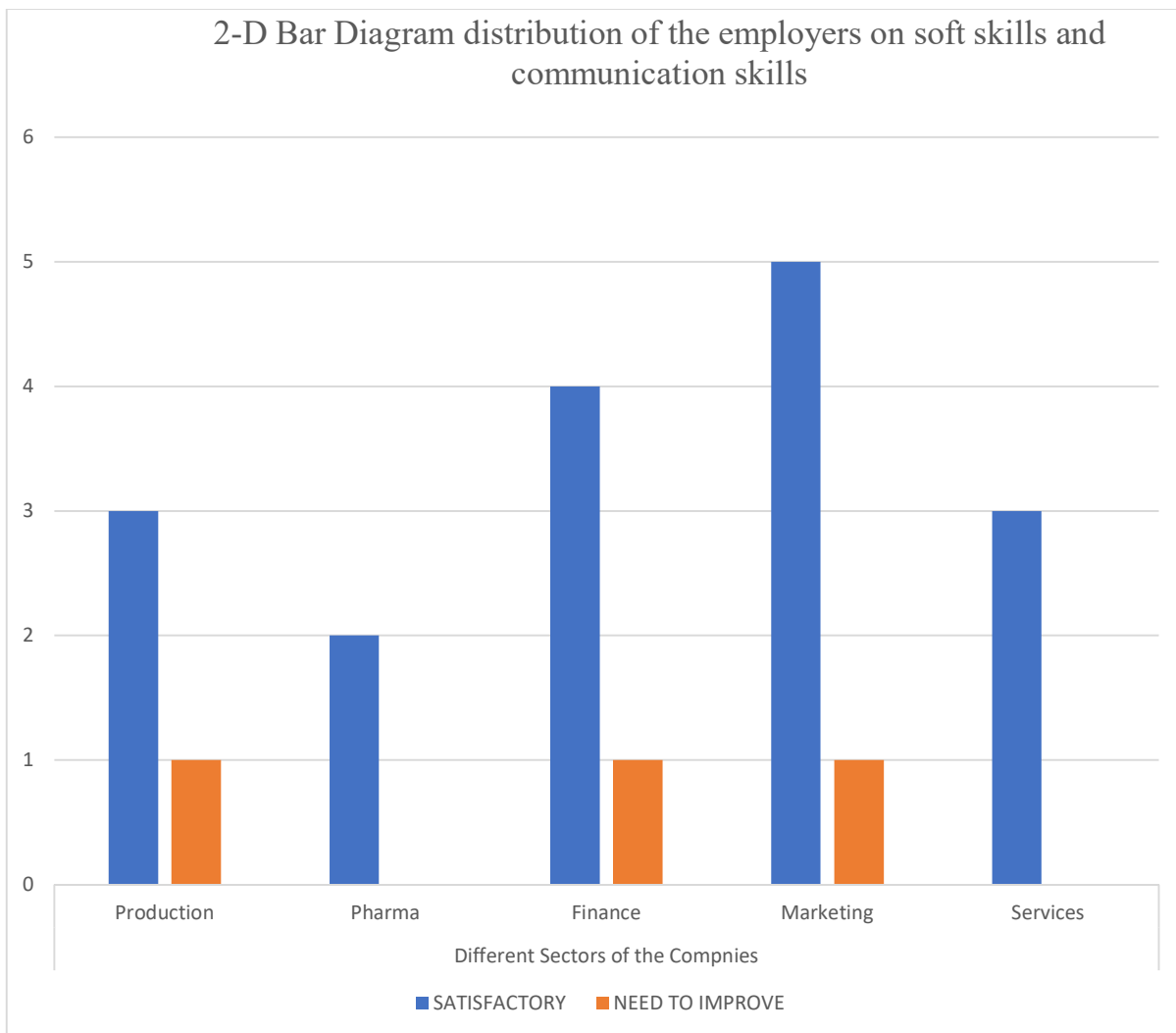


Table.23

Distribution of opinions of employers on technical skills for employability

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	2	1	5	4	3	15
NEED TO IMPROVE	2	1	0	2	0	5
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 23 characterizes the distribution of opinions of the employers on the technical skills for employability. It is evident from the above table that the majority of the employers 15 out of 20 have responded that the technical skills for employability were satisfactory and only five suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

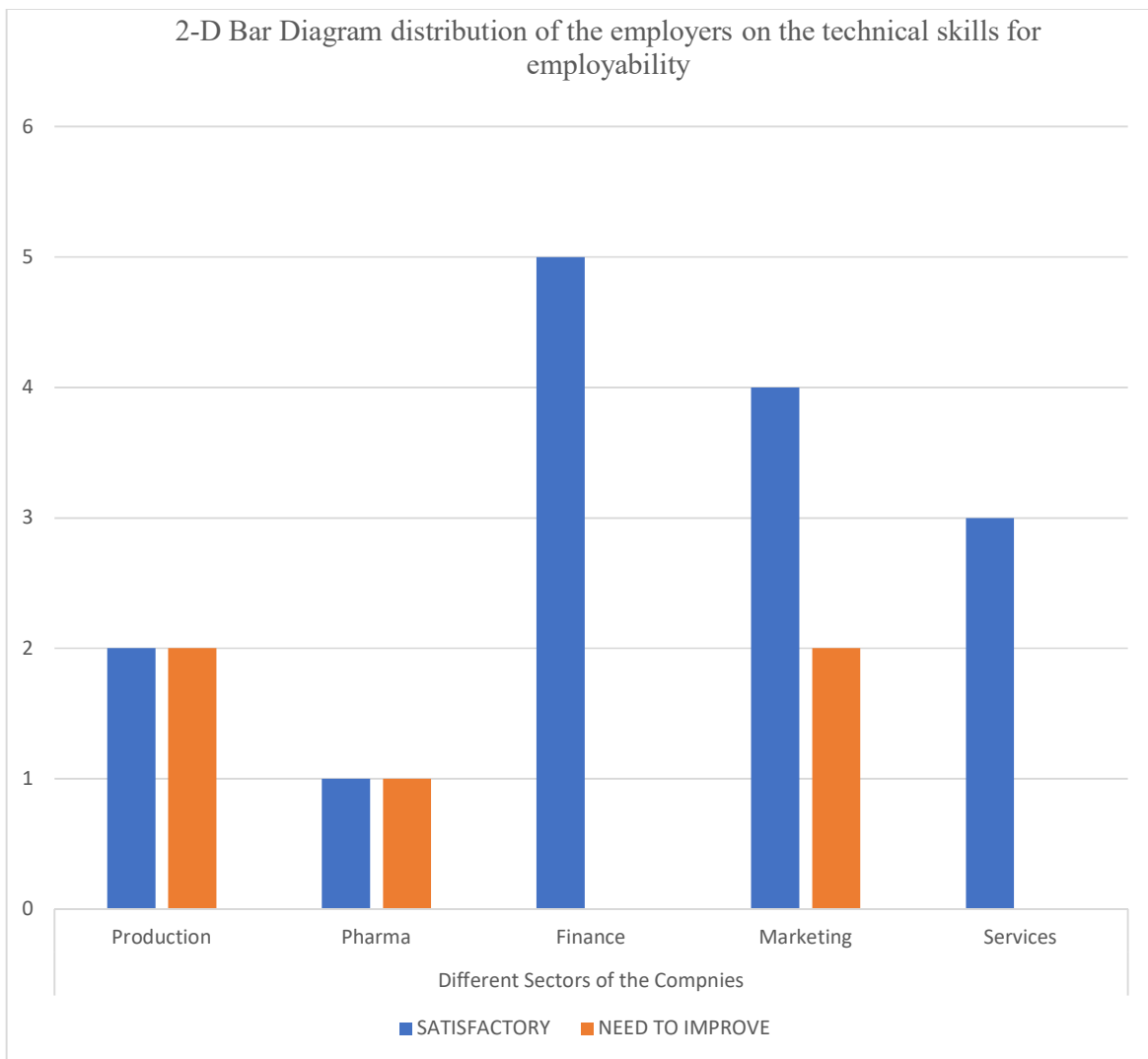


Table.24

Distribution of opinions of employers on the sufficiency of theoretical background and practical applications

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	2	1	5	4	3	15
NEED TO IMPROVE	2	1	0	2	0	5
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 24 characterizes the distribution of opinions of the employers on the sufficiency of theoretical background and practical applications. It is evident from the above table that the majority of the employers 15 out of 20 have responded that the sufficiency of theoretical background and practical applications were satisfactory and five suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

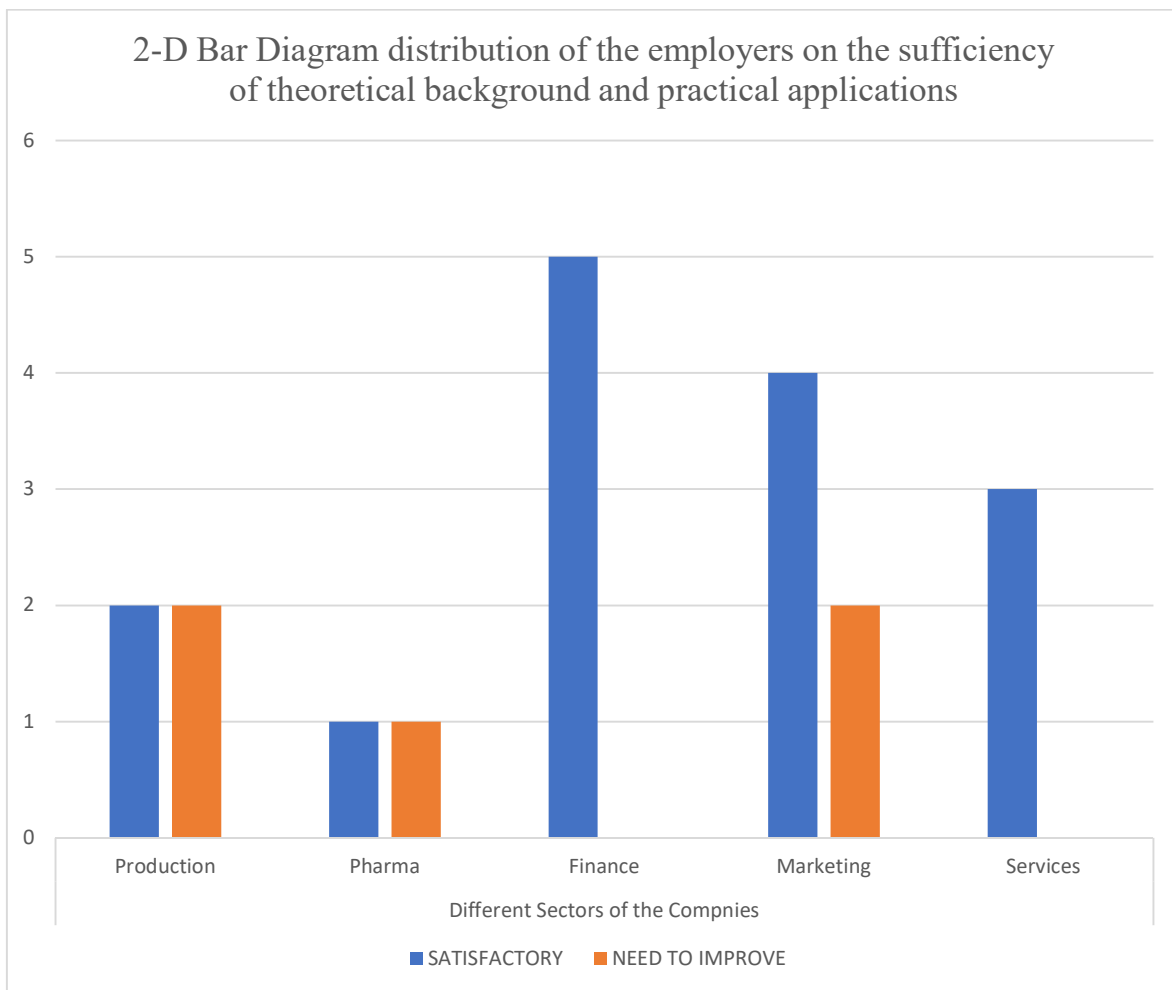


Table.25

Distribution of opinions of employers on creativity and innovation

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	1	1	5	5	2	14
NEED TO IMPROVE	3	1	0	1	1	6
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 25 characterizes the distribution of opinions of employers on creativity and innovations. It is evident from the above table that the majority of the employers 14 out of 20 have responded that the creativity and innovations were satisfactory and six suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

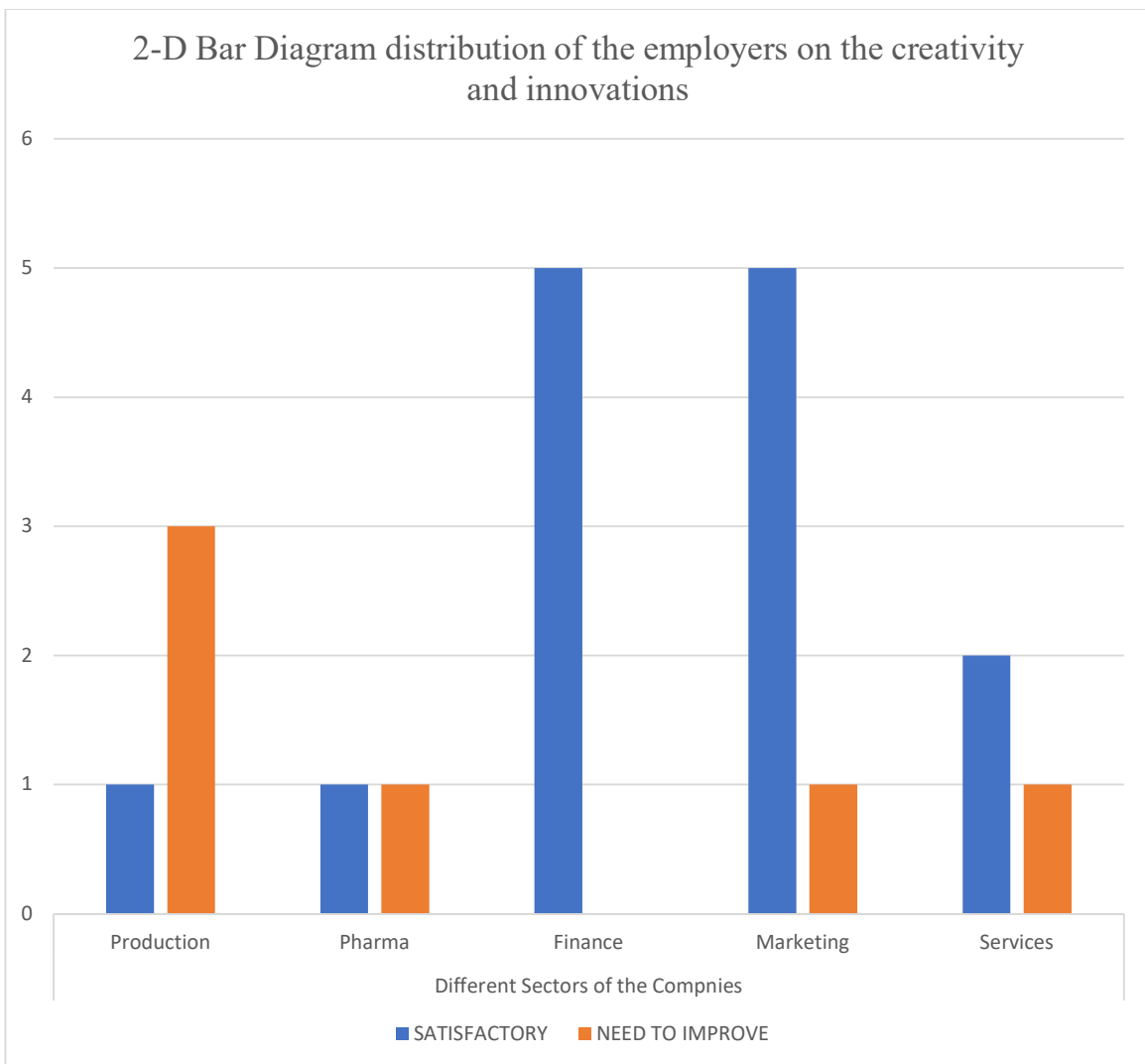


Table.26

Distribution of opinions of employers on the relevance of course content

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	0	0	5	5	3	13
NEED TO IMPROVE	4	2	0	1	0	7
TOTAL	4	2	5	5	3	20

Source: Satisfaction Survey

Table 26 characterizes the distribution of opinions of employers on the relevance of course content. It is evident from the above table that the majority of the employers 13 out of 20 have responded that the relevance of course content was satisfactory and seven suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

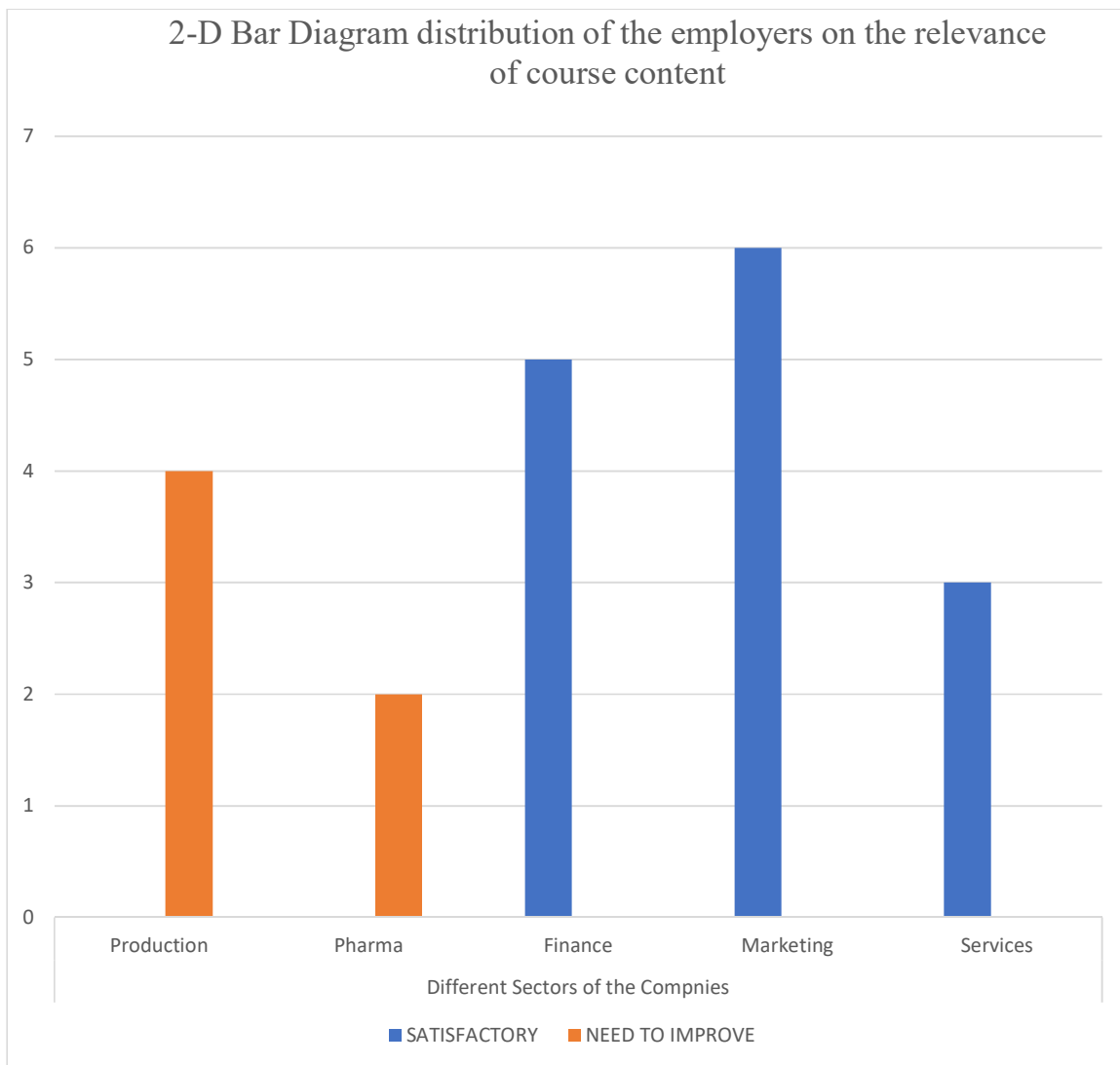


Table.27

Distribution of perceptions of teachers on the course structure is in line with Programme Outcomes in general and program-specific

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	2	2	2	6
STRONGLY AGREE	4	3	3	10
Total	7	6	5	18

Source: Satisfaction Survey

Table 27 describes the distribution of perceptions of teachers on the course structure in line with the programme outcomes in general and programme-specific. It is evident from the above table that the majority of the teachers ten out of 18 perceived that they strongly agree that the course structure is in line with programme outcomes in general and programme specific, followed by six teachers perceived that they agree that the course structure is in line with programme outcomes in general and programme specific, in addition to that two teachers perceived that they are neutral on the course structure is in line with programme outcomes in general and programme specific and no teacher were perceived that they disagree and/or strongly disagree that the course structure is in line with programme outcomes in general and programme specific. The above data is presented in a 2-D Bar Diagram below.

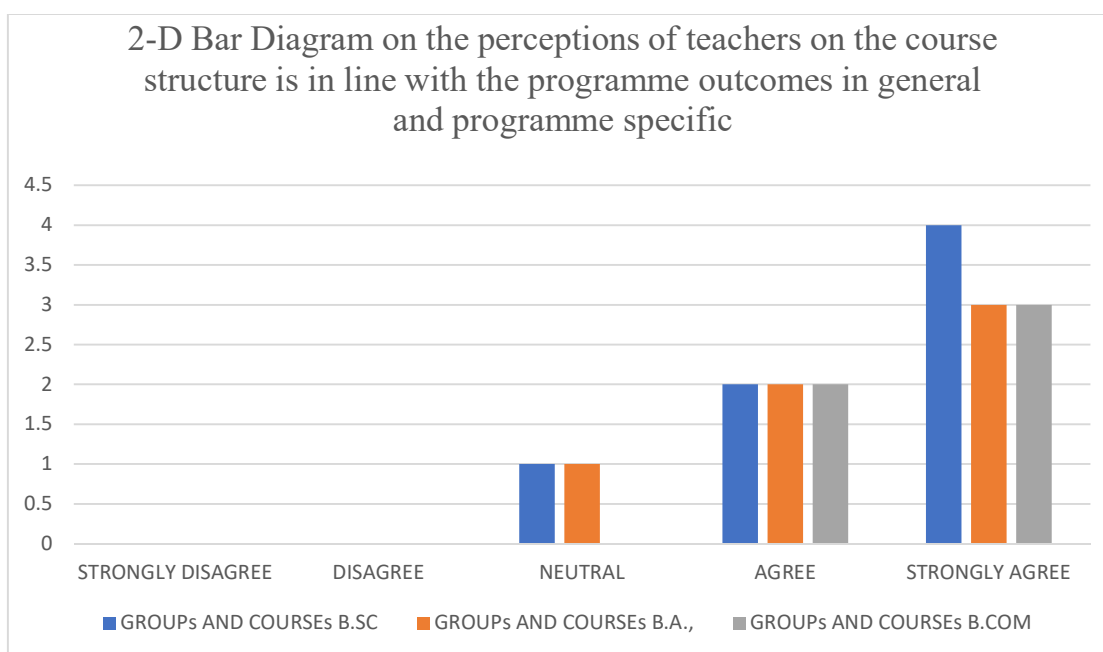


Table.28

Distribution of perceptions of teachers on the course content is relevant to course outcomes

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	1	2	2	5
STRONGLY AGREE	5	4	2	11
Total	7	6	5	18

Source: Satisfaction Survey

Table 28 depicts the distribution of perceptions of teachers on the course content relevant to course outcomes. It is evident from the above table that the majority of the teachers 11 out of 18 perceived that they strongly agree that the course content is relevant to course outcomes, followed by five teachers perceived that they agree that the course content is relevant to course outcomes, in addition to that two teachers perceived that they are neutral on the course content relevant to course outcomes and no teacher were perceived that they disagree and/or strongly disagree that the course content relevant to course outcomes. The above data is presented in a 2-D Bar Diagram below.

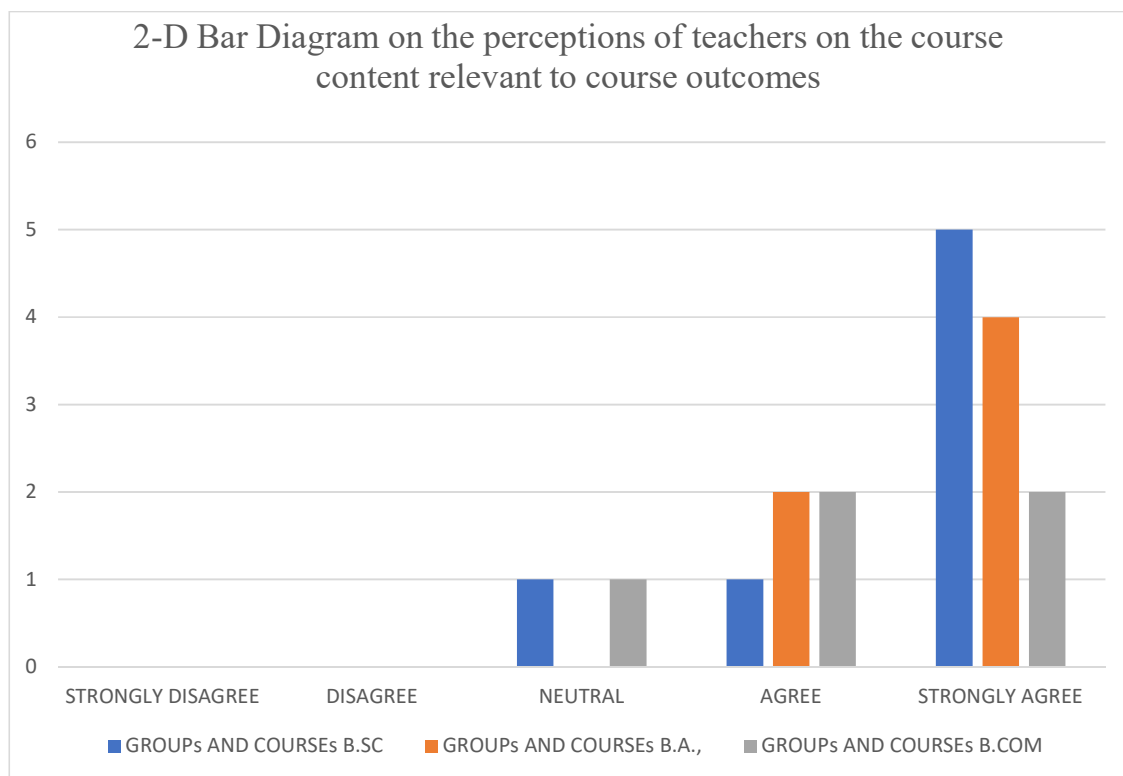


Table.29

Distribution of perceptions of teachers on the course content matches the needs of all levels of learners

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	2	0	3
AGREE	2	0	1	3
STRONGLY AGREE	4	4	4	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 29 shows the distribution of perceptions of teachers on the course content that matches the needs of all levels of learners. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree that the course content matches the needs of all levels of learners, followed by three teachers perceived that they agree that the course content matches the needs of all levels of learners, in addition to that three teachers perceived that they are neutral on the course content matches the needs of all levels of learners and no teacher was perceived that they disagree and/or strongly disagree that the course content matches the needs of all levels of learners. The above data is presented in a 2-D Bar Diagram below.

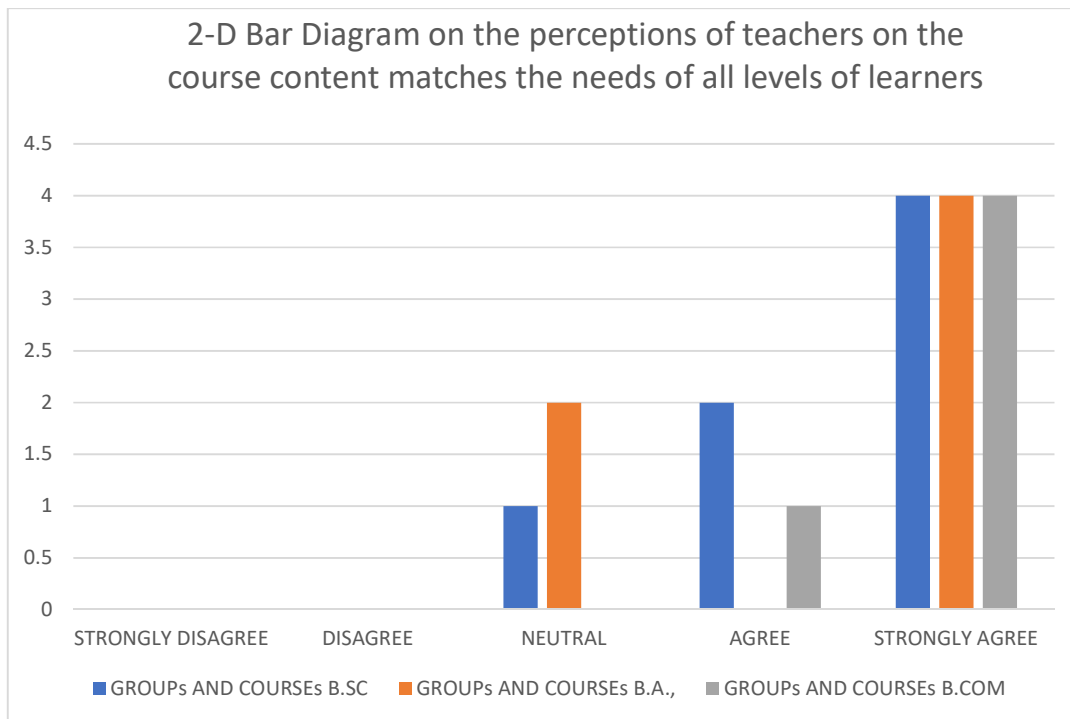


Table.30

Distribution of perceptions of teachers on the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	2	2	6
STRONGLY AGREE	5	4	3	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 30 reveals the distribution of perceptions of teachers on the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree with the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, followed by six teachers perceived that they agree that the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions and no teacher was perceived that they are neutral/disagree/strongly disagree that the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. The above data is presented in a 2-D Bar Diagram below.

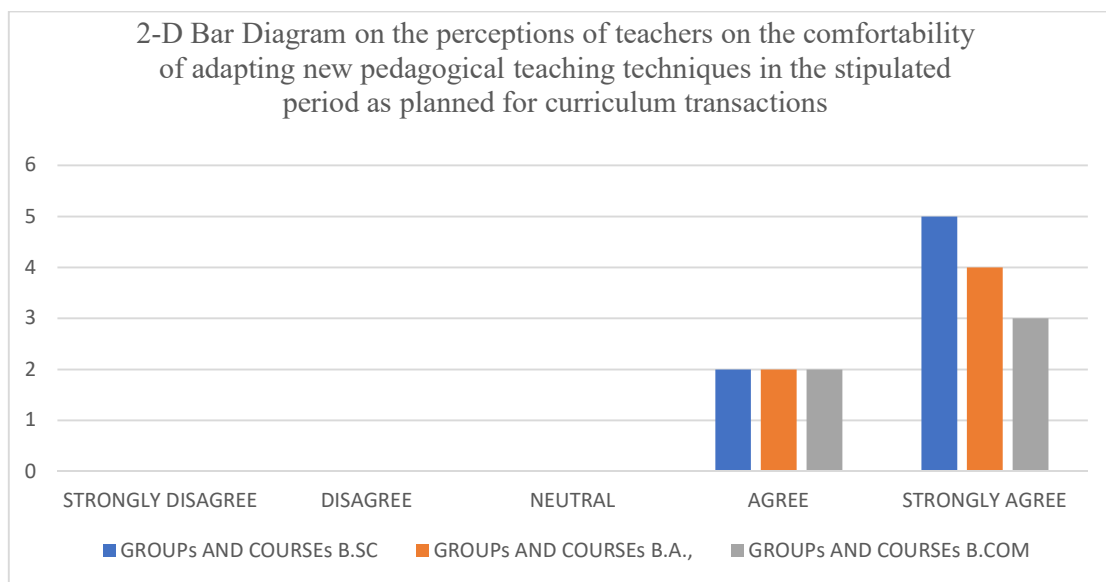


Table.31

Distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	3	2	2	7
STRONGLY AGREE	4	4	3	11
Total	7	6	5	18

Source: Satisfaction Survey

Table 31 characterises the distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college. It is evident from the above table that the majority of the teachers 11 out of 18 perceived that they strongly agree with the facilitation of ICT-based teaching by the college, followed by seven teachers perceived that they agree that the facilitation of ICT-based teaching by the college and no teacher was perceived that they are neutral/disagree/strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

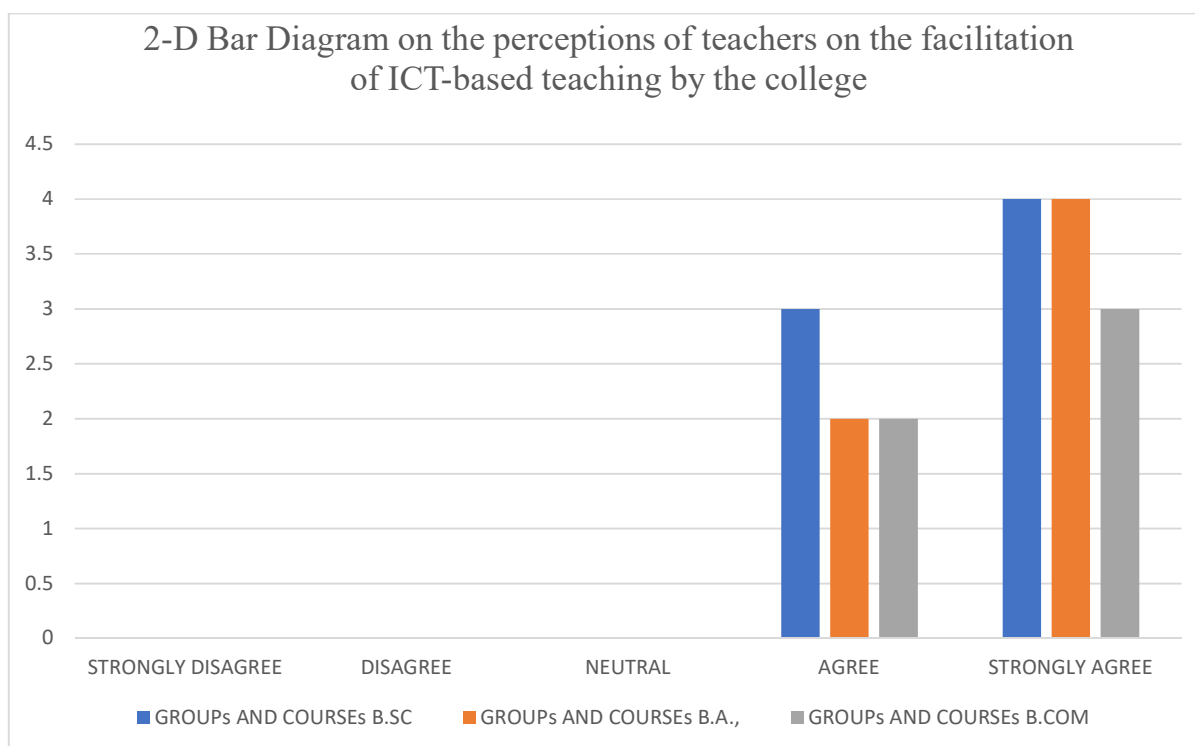


Table.32

Distribution of perceptions of teachers on whether the internal assessment is beneficial and enhances the learning levels of student

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	0	1
AGREE	1	3	1	5
STRONGLY AGREE	5	3	4	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 32 explains the distribution of perceptions of teachers on the internal assessment is beneficial and enhances the learning levels of students. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree that the internal assessment is beneficial and enhances the learning levels of students, followed by five teachers perceived that they agree that the internal assessment is beneficial and enhances the learning levels of student, in addition to that only one teacher perceived that he/she is neutral on the internal assessment is beneficial and enhances the learning levels of students and no teacher was perceived that they disagree and/or strongly disagree on the internal assessment is beneficial and enhances the learning levels of students. The above data is presented in a 2-D Bar Diagram below.

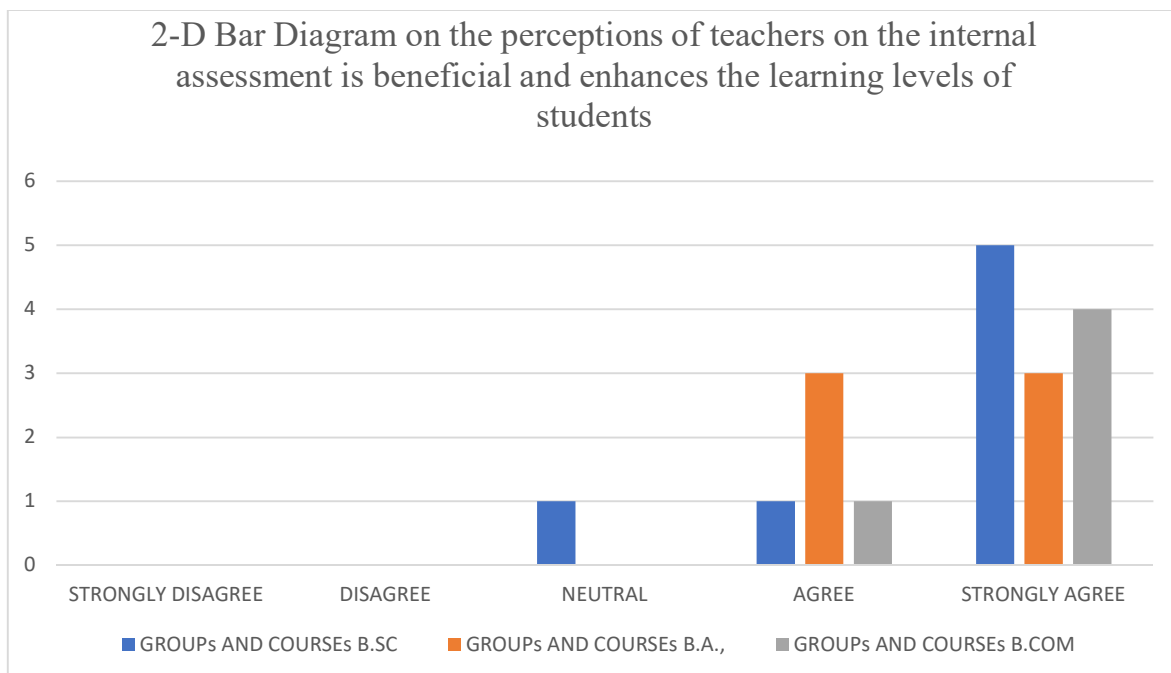


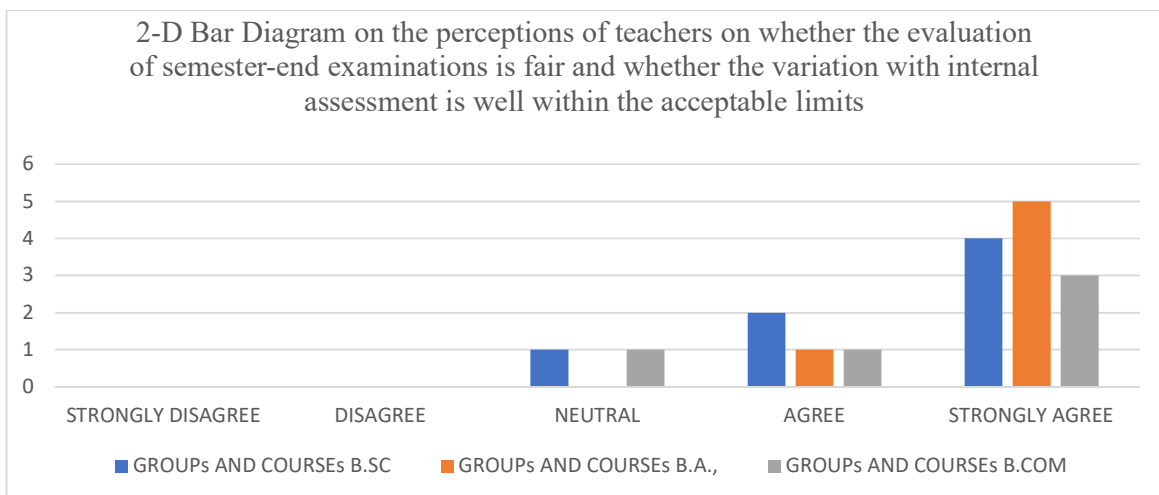
Table.33

Distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and the variation with internal assessment is well within the acceptable limits

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	2	1	1	4
STRONGLY AGREE	4	5	3	12
Total	7	6	5	18

Source: Satisfaction Survey

Table 33 describes the distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. It is evident from the above table that the majority of the teachers 12 out of 18 perceived they strongly agreed whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, followed by four teachers who perceived that they agree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, in addition to that two teachers perceived that they are neutral on the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits and no teacher was perceived that they disagree and/or strongly disagree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. The above data is presented in a 2-D Bar Diagram below.





Sb-ilsr.s

PRINCIPAL
STSN Govt. DEGREE COLLEGE
KADIRI - 515 591
Sri Sathya Sai (Dist).

Report on Feedback of Students, Alumni, Parents, and Employers for the AY 2020-21

Table.1

Distribution of opinions of students of the college on the relevance of course structure to the course objectives

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	1	1	4
AVERAGE	0	0	1	0	0	1	0	0	2	1	5
GOOD	0	2	2	3	1	2	3	0	5	3	21
VERY GOOD	3	6	10	5	2	7	8	4	9	9	63
EXCELLENT	7	9	13	9	3	9	11	12	11	15	99
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 1 depicts the distribution of opinions of different students of the college from various groups over three years on the relevance of the course structure to the course objectives. It is obvious from the above table that the majority of the students 99 out of 192 opined that the relevance of the course structure to the course objectives is excellent, followed by 63 students perceived that the relevance of the course structure to the course objectives is very good, 21 students perceived that the relevance of the course structure to the course objectives is good, five students felt that the relevance of the course structure to the course objectives is average and very fewer students four out of 192 expressed their opinion that the relevance of the course structure to the course objectives is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

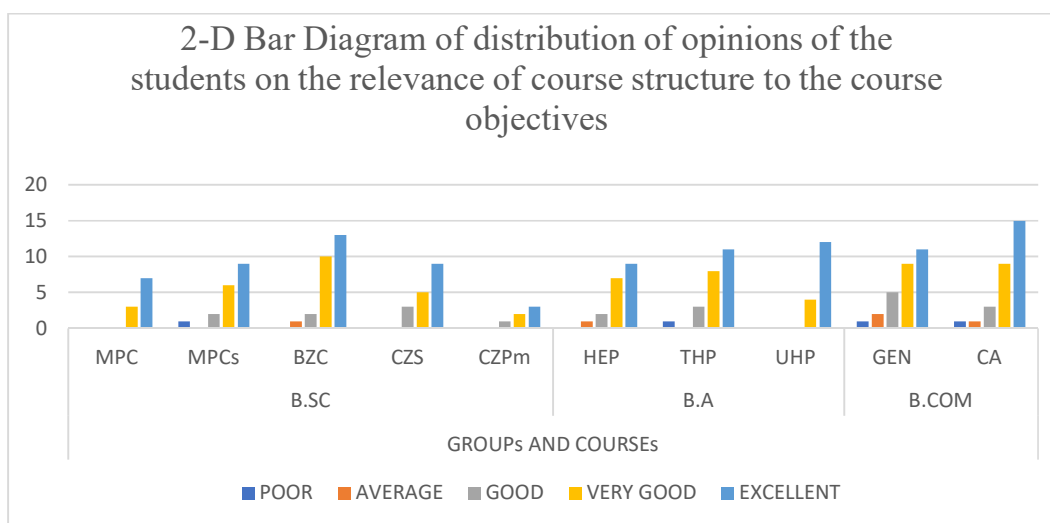


Table.2

Distribution of opinions of students of the college on the scope for skill development/employability/entrepreneurship in the course offered

RATING	GROUPS AND COURSES										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	1	0	1	1	3
AVERAGE	0	1	1	1	0	0	0	0	1	1	5
GOOD	2	2	2	2	0	1	2	1	4	3	19
VERY GOOD	2	5	8	4	2	6	7	5	8	7	54
EXCELLENT	6	10	15	10	4	12	13	10	14	17	111
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 2 depicts the distribution of perceptions of different students of the college from various groups over three years on the scope for skill development/employability/entrepreneurship in the course offered. It is obvious from the above table that the majority of the students 111 out of 192 opined that the scope for skill development/employability/entrepreneurship in the course offered is excellent, following that 54 discoursed that the scope for skill development/employability/entrepreneurship in the course offered is very good, 19 students perceived that the scope for skill development/employability/entrepreneurship in the course offered is good, five students felt that the scope for skill development/employability/entrepreneurship in the course offered is average and only three out of 192 expressed their opinion that the scope for skill development/employability/entrepreneurship in the course offered is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

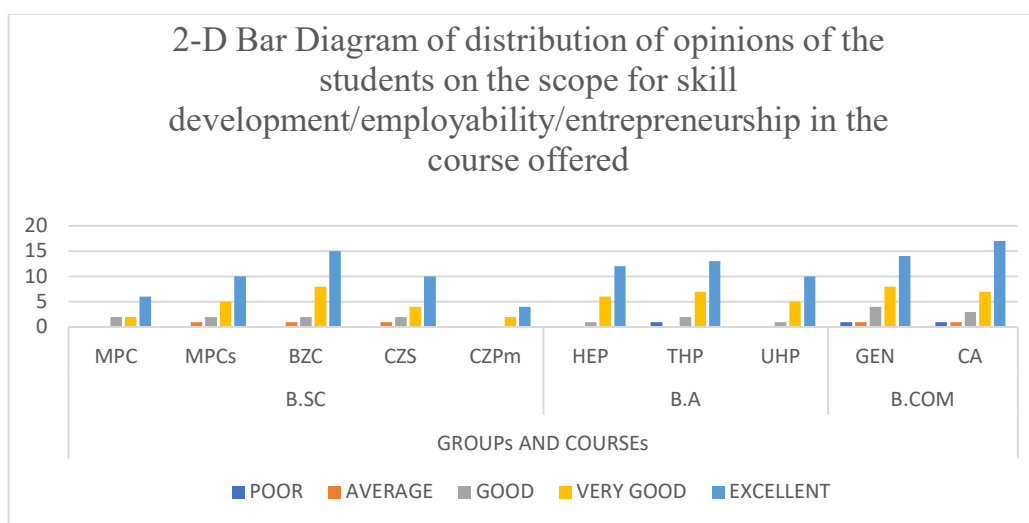


Table.3

Distribution of opinions of students of the college on the research orientation in the course design

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	1	0	3
AVERAGE	0	0	1	0	0	1	0	0	2	2	6
GOOD	1	1	2	2	1	2	2	1	4	3	19
VERY GOOD	3	4	7	4	2	5	6	5	9	8	53
EXCELLENT	6	12	16	11	3	11	14	10	12	16	111
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 3 depicts the distribution of opinions of different students of the college from various groups over three years on the research orientation in the course design. It is understandable from the above table that the majority of the students 111 out of 192 opined that the research orientation in the course design is excellent, following 53 discourses that the research orientation in the course design is very good, 19 students perceived that the research orientation in the course design is good, six students felt that the research orientation in the course design is average and very fewer students three out of 192 expressed their opinion that the research orientation in the course design is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

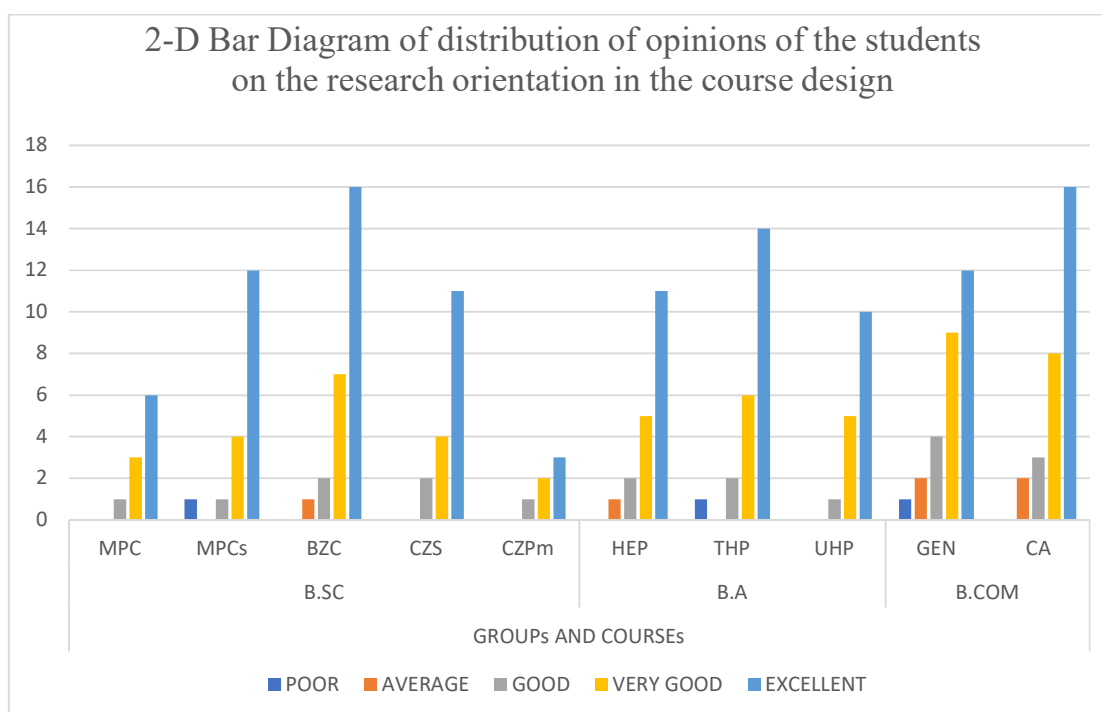


Table.4

Distribution of opinions of students of the college on the structure of the CBCS curriculum

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	1	1	4
AVERAGE	1	0	1	0	0	1	0	0	1	1	5
GOOD	1	2	2	3	1	2	3	0	3	3	20
VERY GOOD	2	6	10	5	2	6	8	4	11	8	62
EXCELLENT	6	9	13	9	3	10	11	12	12	16	101
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 4 depicts the distribution of perceptions of different students of the college from various groups over three years on the structure of the CBCS curriculum. It is obvious from the above table that the majority of the students 101 out of 192 opined that the structure of the CBCS curriculum is excellent, following 62 discouraged that the structure of the CBCS curriculum is very good, 20 students perceived that the structure of the CBCS curriculum is good, five students felt that the structure of the CBCS curriculum is average and very fewer students four out of 192 have expressed their opinion that the structure of the CBCS curriculum is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

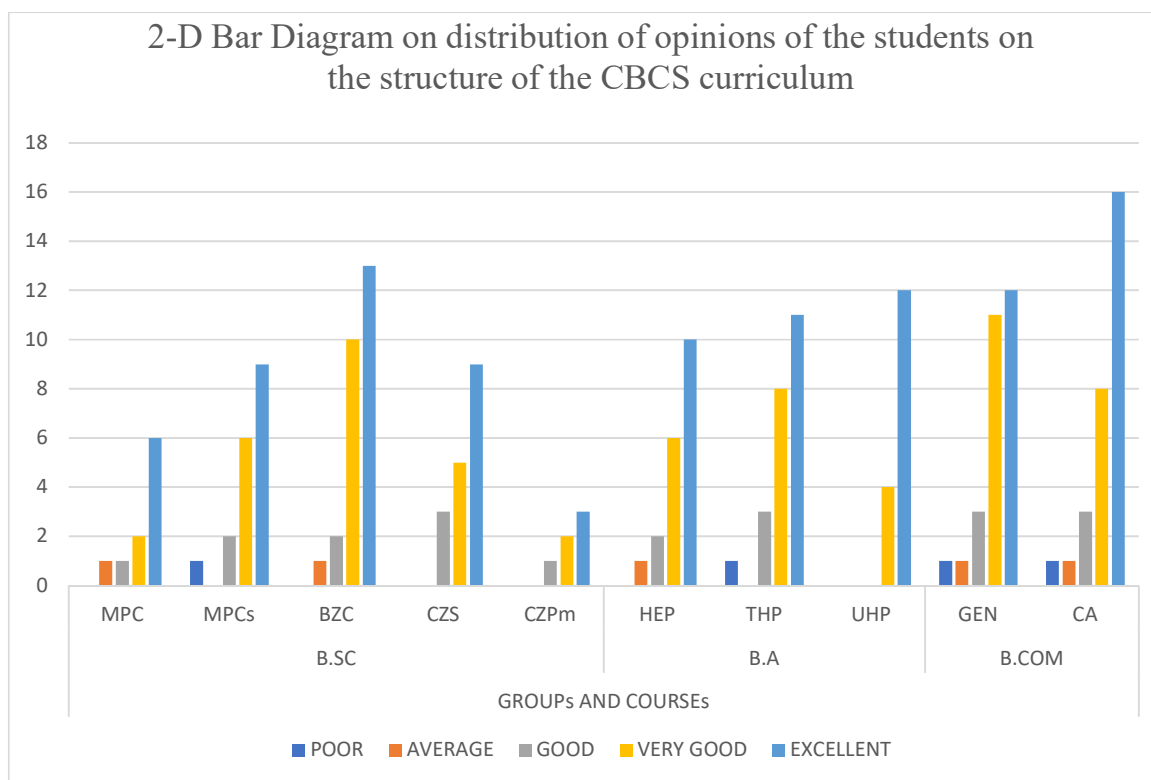


Table.5

Distribution of opinions of students of the college on the pattern of curriculum evaluation

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	0	0	1	1	3
AVERAGE	0	0	1	0	0	1	0	0	2	1	5
GOOD	1	2	2	2	0	2	4	0	4	2	19
VERY GOOD	2	5	8	4	2	5	7	3	8	7	51
EXCELLENT	7	10	15	11	4	11	12	13	13	18	114
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 5 depicts the distribution of opinions of different students of the college from various groups over three years on the pattern of curriculum evaluation. It is obvious from the above table that the majority of the students 114 out of 192 opined that the pattern of curriculum evaluation is excellent, following 51 discoursed that the pattern of curriculum evaluation is very good, 19 students perceived that the pattern of curriculum evaluation is good, five students felt that the pattern of curriculum evaluation is average and very fewer students three out of 192 expressed their opinion that the pattern of curriculum evaluation is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

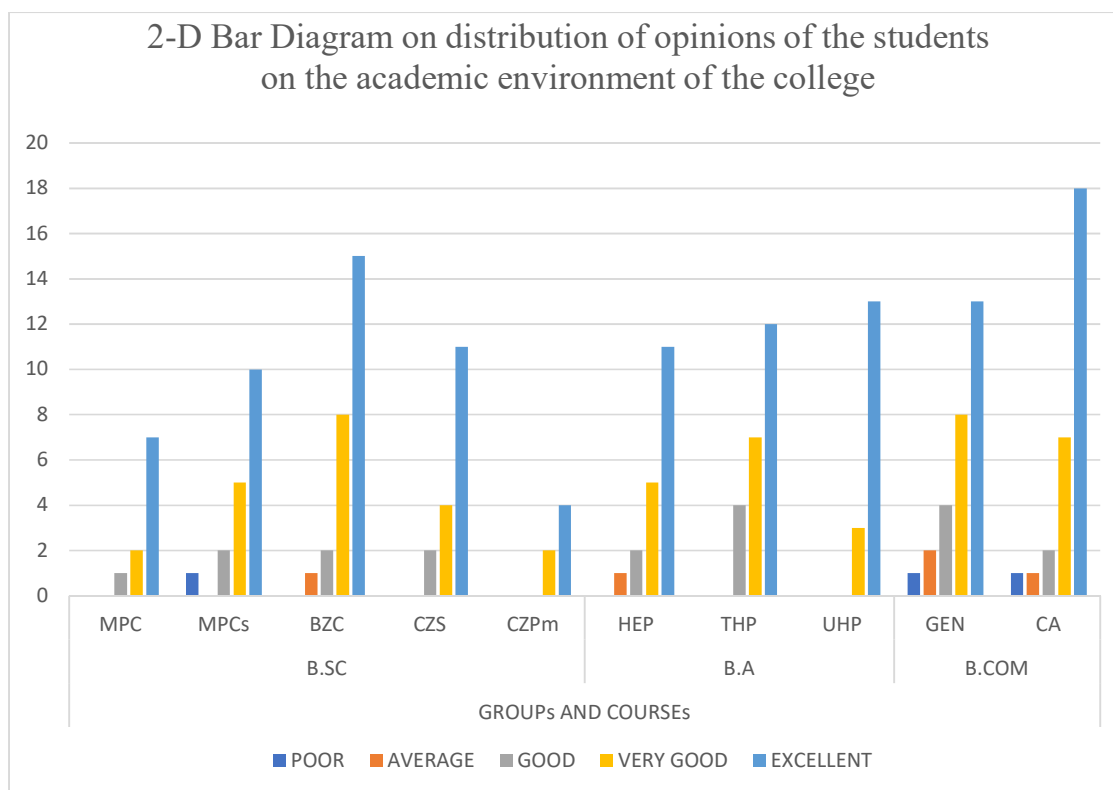


Table.6

Distribution of opinions of students of the college on the rate the academic environment of the college

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	1	1	4
AVERAGE	0	0	1	0	0	1	0	0	2	1	5
GOOD	0	2	2	3	1	2	4	1	5	3	23
VERY GOOD	3	6	10	5	2	7	6	3	8	9	59
EXCELLENT	7	9	13	9	3	9	12	12	12	15	101
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 6 depicts the distribution of opinions of different students of the college from various groups over three years on the rate of the academic environment of the college. It is obvious from the above table that the majority of the students 101 out of 192 opined that the rate of the academic environment of the college is excellent, following that 59 discouraged that the rate of the academic environment of the college is very good, 23 students perceived that the rate of the academic environment of the college is good, five students felt that the rate of the academic environment of the college is average and a very fewer students four out of 192 have expressed their opinion that the rate of the academic environment of the college is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

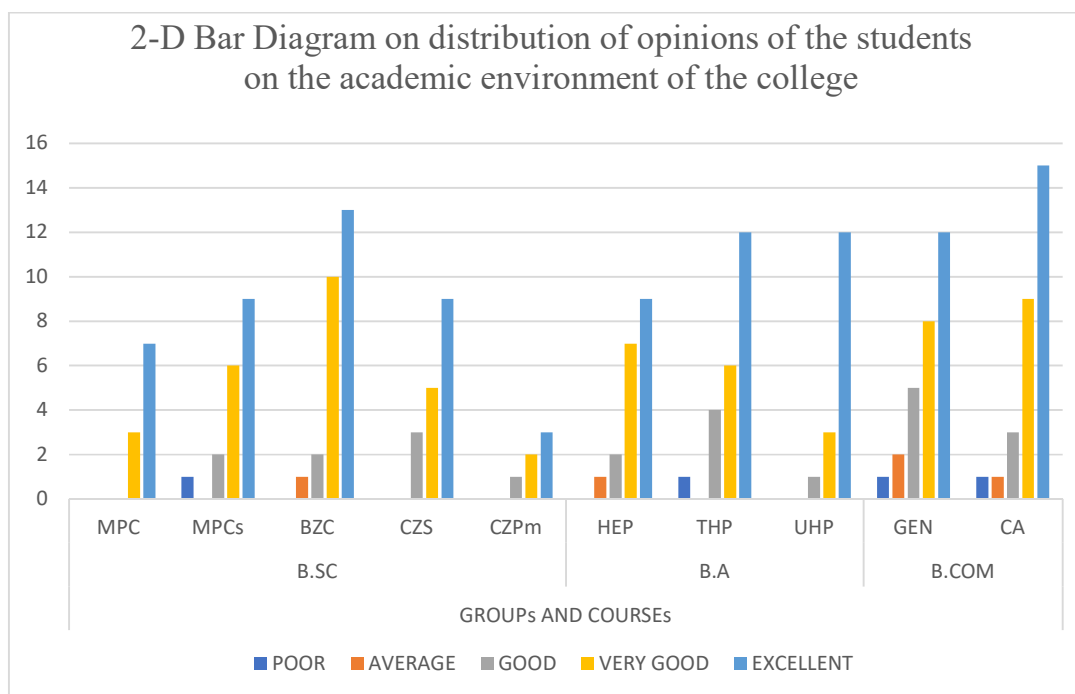


Table.7

Distribution of opinions of students of the college on the coverage of syllabus

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	1	0	1	1	3
AVERAGE	0	1	1	1	0	1	0	0	2	1	7
GOOD	1	2	3	2	0	2	3	0	4	2	19
VERY GOOD	3	5	9	4	2	6	9	5	8	9	60
EXCELLENT	6	10	13	10	4	10	10	11	13	16	103
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 7 depicts the distribution of opinions of different students of the college from various groups over three years on the coverage of the syllabus. It is obvious from the above table that the majority of the students 103 out of 192 opined that the coverage of the syllabus is excellent, following 60 discussed that the coverage of the syllabus is very good, 19 students perceived that the coverage of the syllabus is good, seven students felt that the coverage of the syllabus is average and very fewer students three out of 192 expressed their opinion that the coverage of the syllabus is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

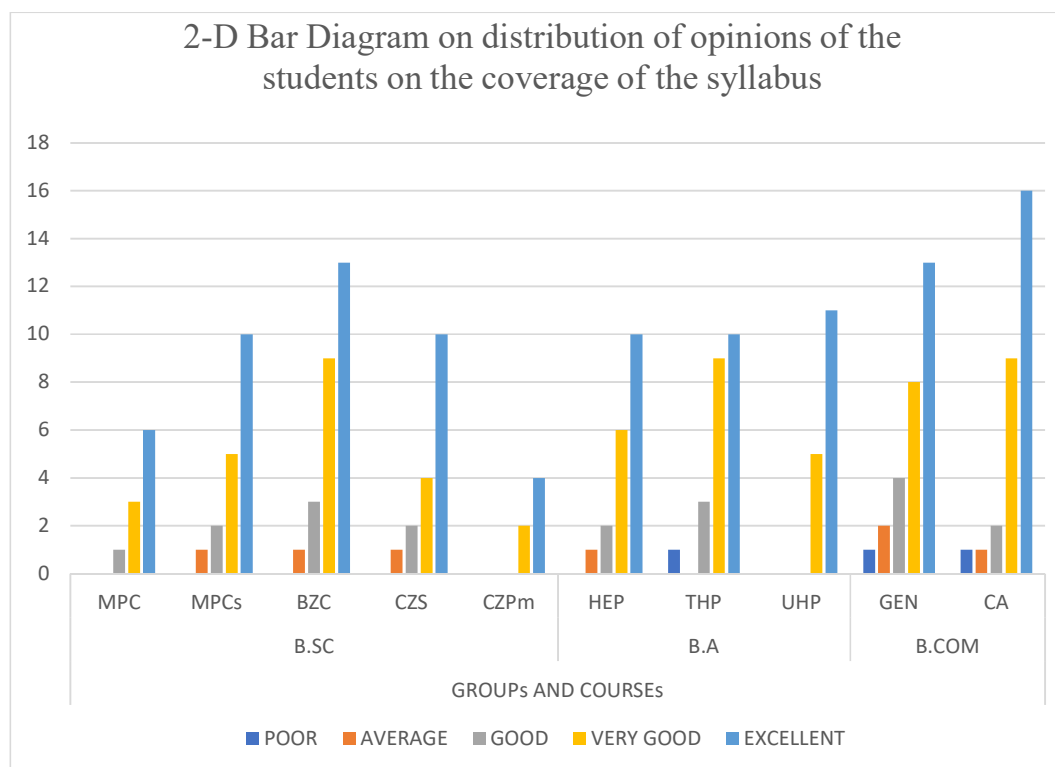


Table.8

Distribution of opinions of students of the college on the adherence to the academic calendar

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	1	0	1	1	4
AVERAGE	0	0	1	0	0	1	0	0	2	1	5
GOOD	1	1	2	2	1	2	3	0	5	2	19
VERY GOOD	2	5	9	5	2	5	7	3	7	8	53
EXCELLENT	7	11	14	10	3	11	12	13	13	17	111
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 8 depicts the distribution of opinions of different students of the college from various groups over three years on the adherence to the academic calendar. It is obvious from the above table that the majority of the students 111 out of 192 opined that the adherence to the academic calendar is excellent, 53 discourses that the adherence to the academic calendar is very good, 19 students perceived that the adherence to the academic calendar is good, five students felt that the adherence to the academic calendar is average and very fewer students four out of 192 expressed their opinion that the adherence to the academic calendar is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

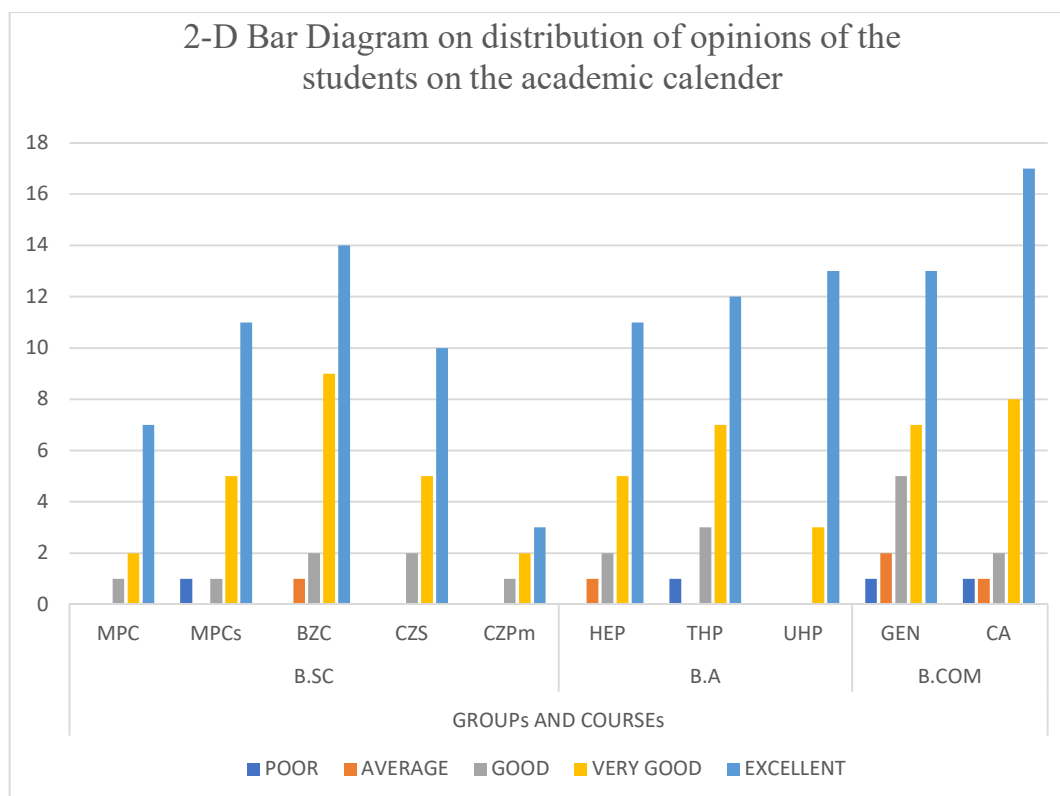


Table.9

Distribution of opinions of students of the college on the library facilities

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	1	0	1	1	3
AVERAGE	0	0	1	0	0	1	0	0	2	1	5
GOOD	1	1	2	2	0	1	3	1	4	3	18
VERY GOOD	3	7	8	6	2	6	7	3	8	7	57
EXCELLENT	6	10	15	9	4	11	12	12	13	17	109
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 9 depicts the distribution of opinions of different students of the college from various groups over three years on the library facilities. It is obvious from the above table that the majority of the students 109 out of 192 opined that the library facilities are excellent, following that 57 discoured that the library facilities are very good, 18 students perceived that the library facilities are good, five students felt that the library facilities is average and very fewer students three out of 192 expressed their opinion that the library facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

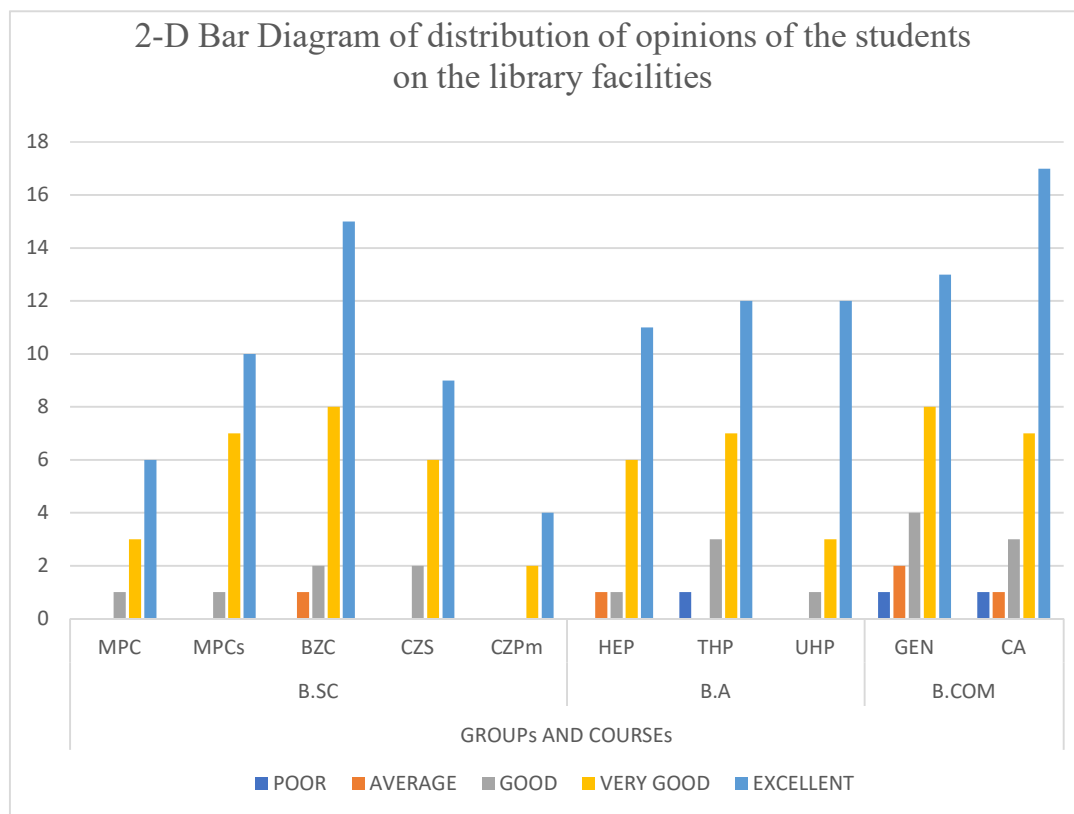


Table.10

Distribution of opinions of students of the college on the lab facilities

RATING	GROUPs AND COURSEs										TOTAL
	B.SC					B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	CZPm	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	0	0	0	1	2
AVERAGE	1	0	1	0	0	1	0	0	1	1	5
GOOD	2	2	2	2	0	2	0	0	3	2	15
VERY GOOD	2	4	8	4	3	7	9	1	9	8	55
EXCELLENT	5	11	15	11	3	9	14	15	15	17	115
Total	10	18	26	17	6	19	23	16	28	29	192

Source: Student Satisfaction Survey Data

Table 10 depicts the distribution of opinions of different students of the college from various groups over three years on the lab facilities. It is obvious from the above table that the majority of the students 115 out of 192 opined that the lab facilities are excellent, 55 discussed that the lab facilities are very good, 15 students perceived that the lab facilities are good, five students felt that the lab facilities are average and very fewer students two out of 192 expressed their opinion that the lab facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

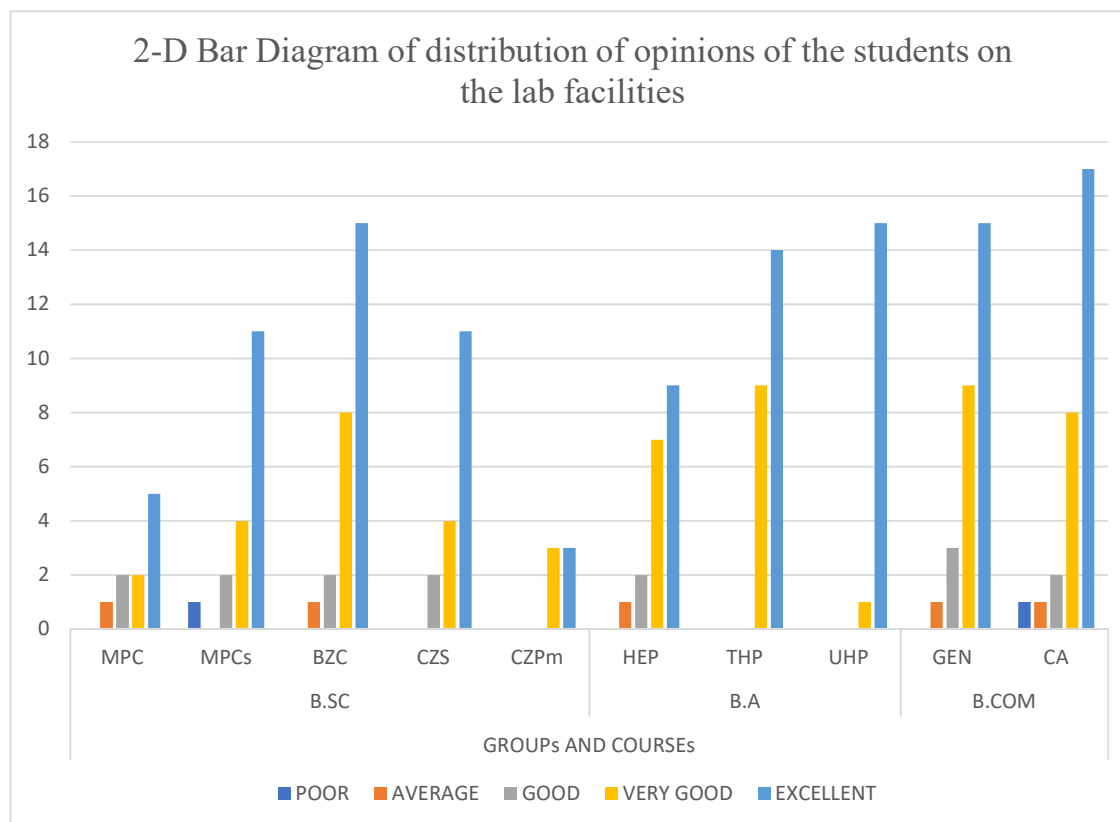


Table.11

Distribution of the alma mater whether the prescribed curriculum design helped them to gain the knowledge

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	4	8	17
NO	0	1	2	3
Total	5	5	10	20

Source: Satisfaction Survey

Table 11 depicts the distribution of opinions of different alma mater of the college and whether the prescribed curriculum design helped them to gain the knowledge or not. It is noticeable from the above table that the majority of the alma mater 17 out of 20 of the college has responded that the prescribed curriculum design helped them to gain the knowledge and only three discoursed that the prescribed curriculum design couldn't help them to gain the knowledge. The above data is presented in a 3-D Bar Diagram below.

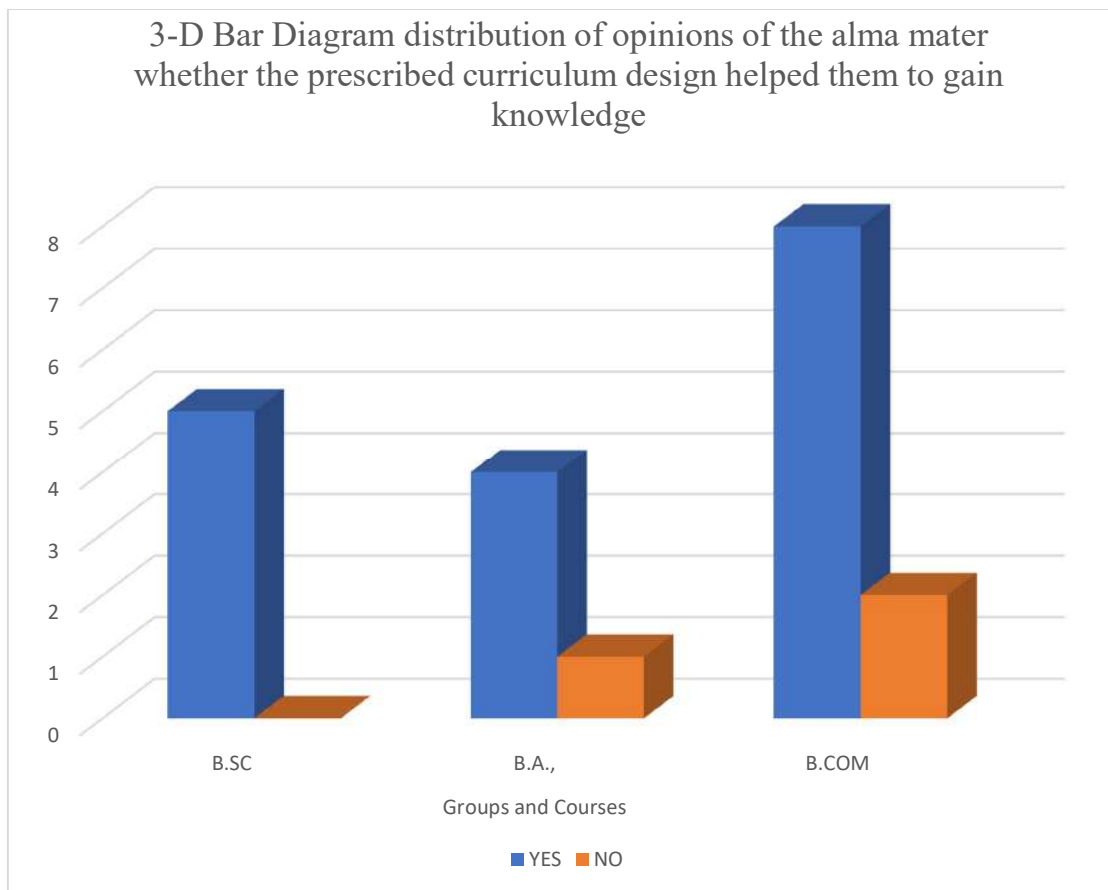


Table.1

Table.12

Distribution of the alma mater whether the course structure relevant to progress for the higher levels

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	9	18
NO	1	0	1	2
Total	5	5	10	20

Source: Satisfaction Survey

Table 12 portrays the distribution of opinions of different alma mater of the college and whether the course structure is relevant to progress for the higher levels or not. It is perceptible from the above table that the majority of the alma mater 18 out of 20 of the college has responded that the course structure was relevant to progress for the higher levels and only two discoursed that the course structure was not relevant to progress for the higher levels. The above data is presented in a 3-D Bar Diagram below.

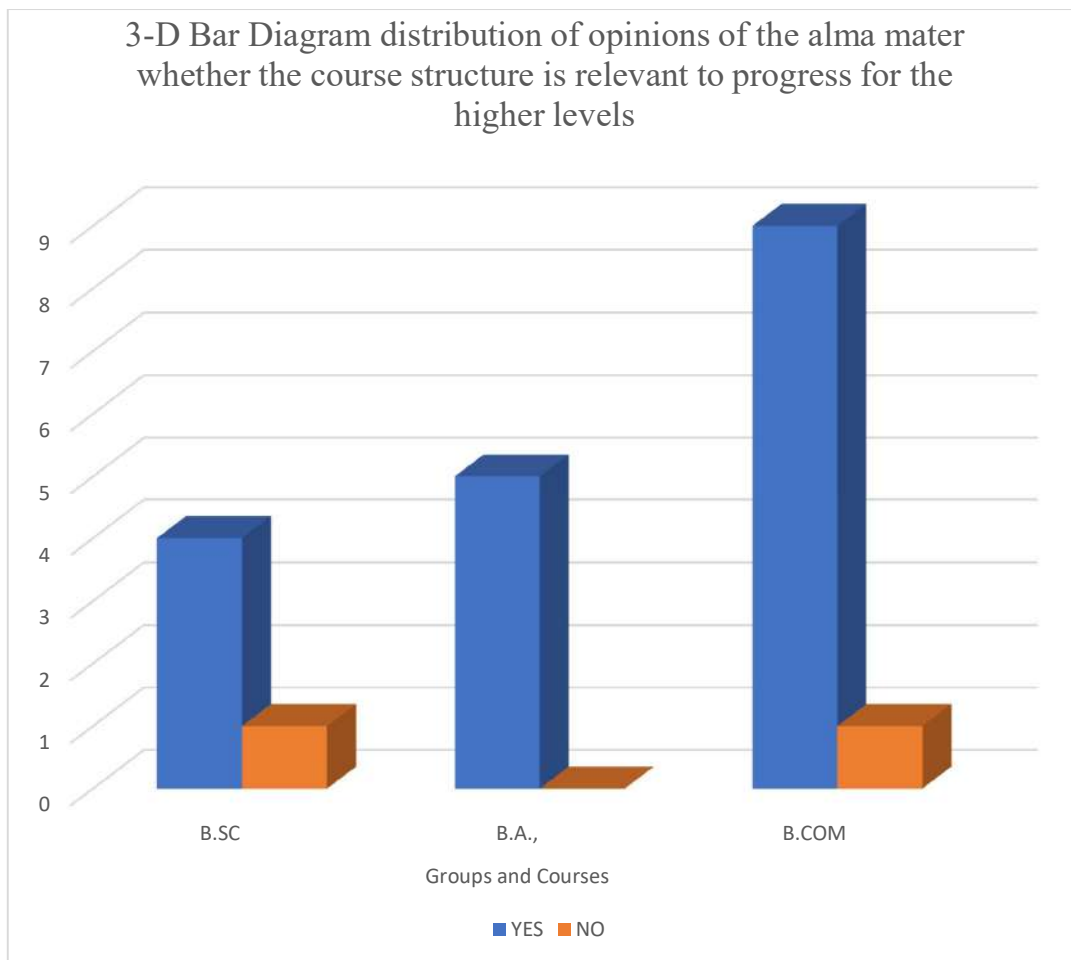


Table.13

Distribution of the alma mater whether the course design applicable to real-life situations

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	3	4	7	14
NO	2	1	3	6
Total	5	5	10	20

Source: Satisfaction Survey

Table 13 portrays the distribution of opinions of different alma mater of the college and whether the course design applies to real-life situations or not. It is perceptible from the above table that the majority of the alma mater 14 out of 20 of the college has responded that the course design applies to real-life situations and only six discoursed that the course design applies to real-life situations. The above data is presented in a 3-D Bar Diagram below.

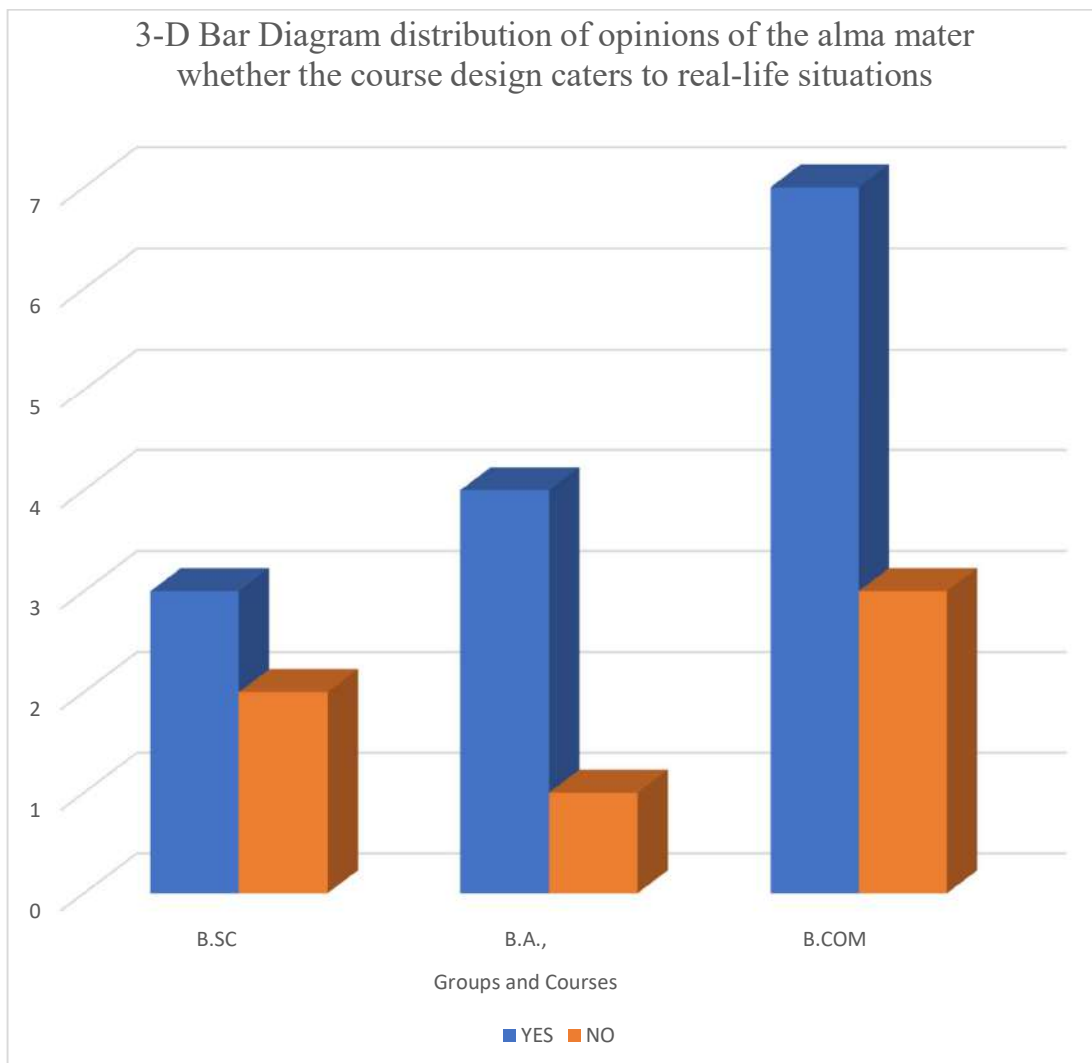


Table.14

Distribution of the alma mater whether the course structure evokes research aptitude

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	3	5	8	16
NO	2	0	2	4
Total	5	5	10	20

Source: Satisfaction Survey

Table 14 portrays the distribution of opinions of different alma mater of the college and whether the course structure evokes research aptitude or not. It is obvious from the above table that the majority of the alma 16 out of 20 of the college have responded that the course structure evokes the research aptitude and only four discouraged that the course structure couldn't evoke the research aptitude. The above data is presented in a 3-D Bar Diagram below.

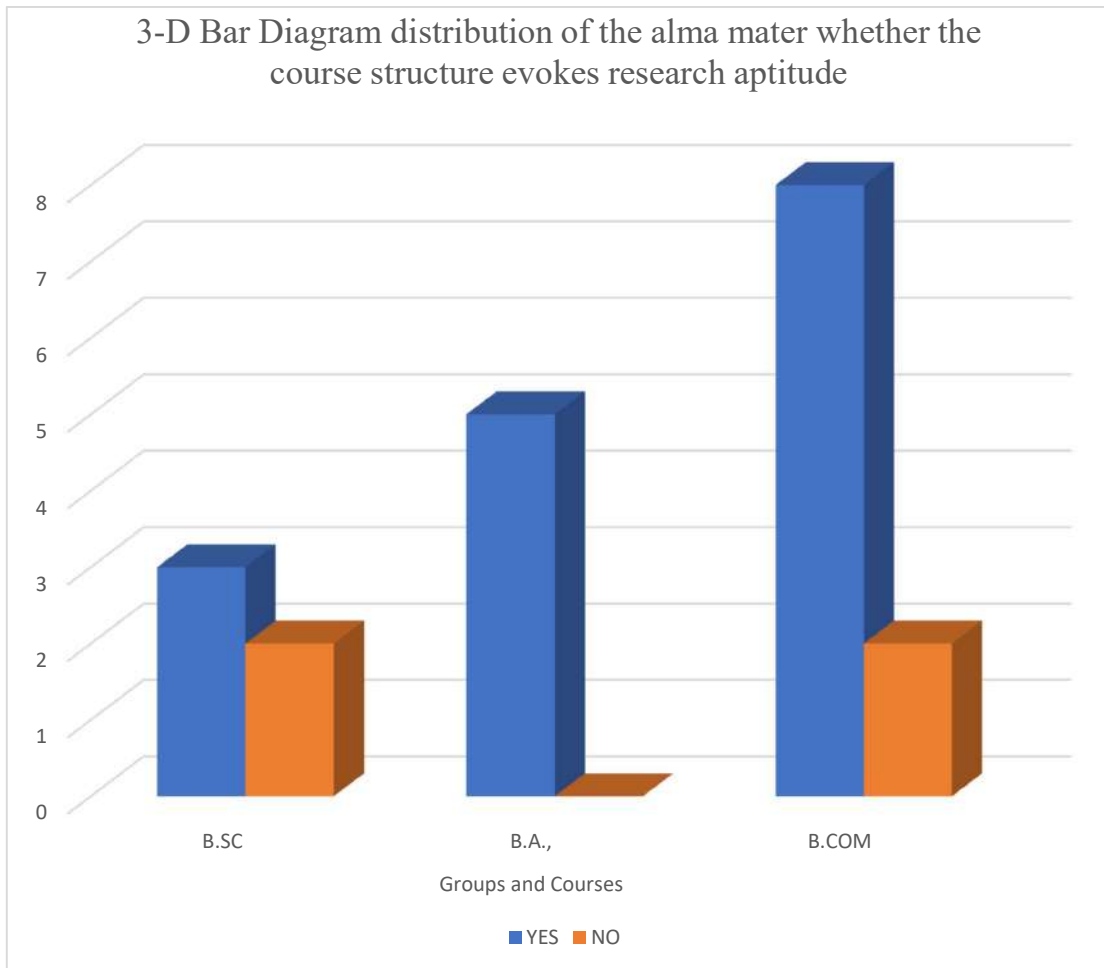


Table.15

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to self-employment

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	3	7	14
NO	1	2	3	6
Total	5	5	10	20

Source: Satisfaction Survey

Table 15 shows the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to self-employment or not. It is visible from the above table that the majority of the alma mater 14 out of 20 of the college has responded that the course structure is helpful for them to adapt themselves to self-employment and only six discouraged that the course design couldn't apply to real-life situations. The above data is presented in a 3-D Bar Diagram below.

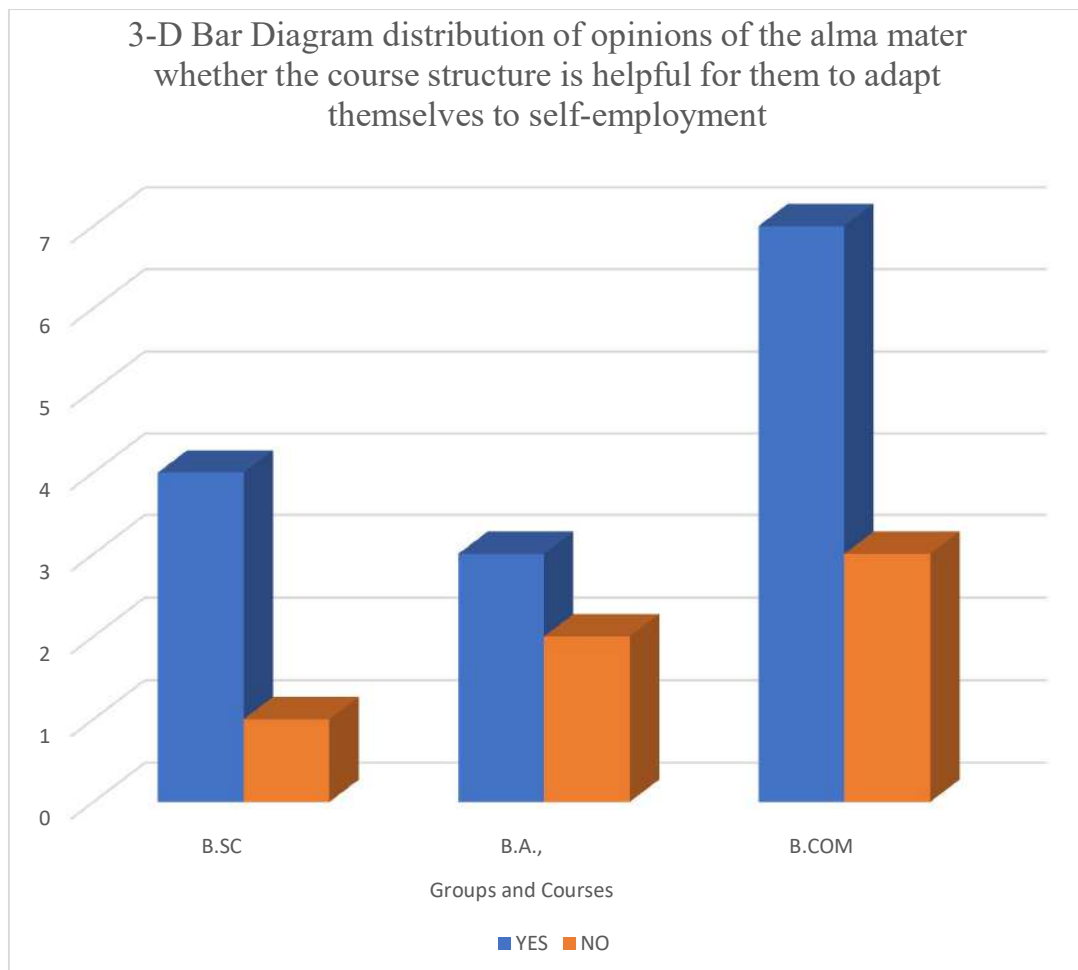


Table.16

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to their career

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	2	3	6	11
NO	3	2	4	9
Total	5	5	10	20

Source: Satisfaction Survey

Table 16 reveals the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to their career or not. It is noticeable from the above table that the majority of the alma 11 out of 20 the college have responded that the course structure was helpful for them to adapt themselves to their career and nine have discouraged that the course structure wasn't helpful for them to adapt themselves to their career. The above data is presented in a 3-D Bar Diagram below.

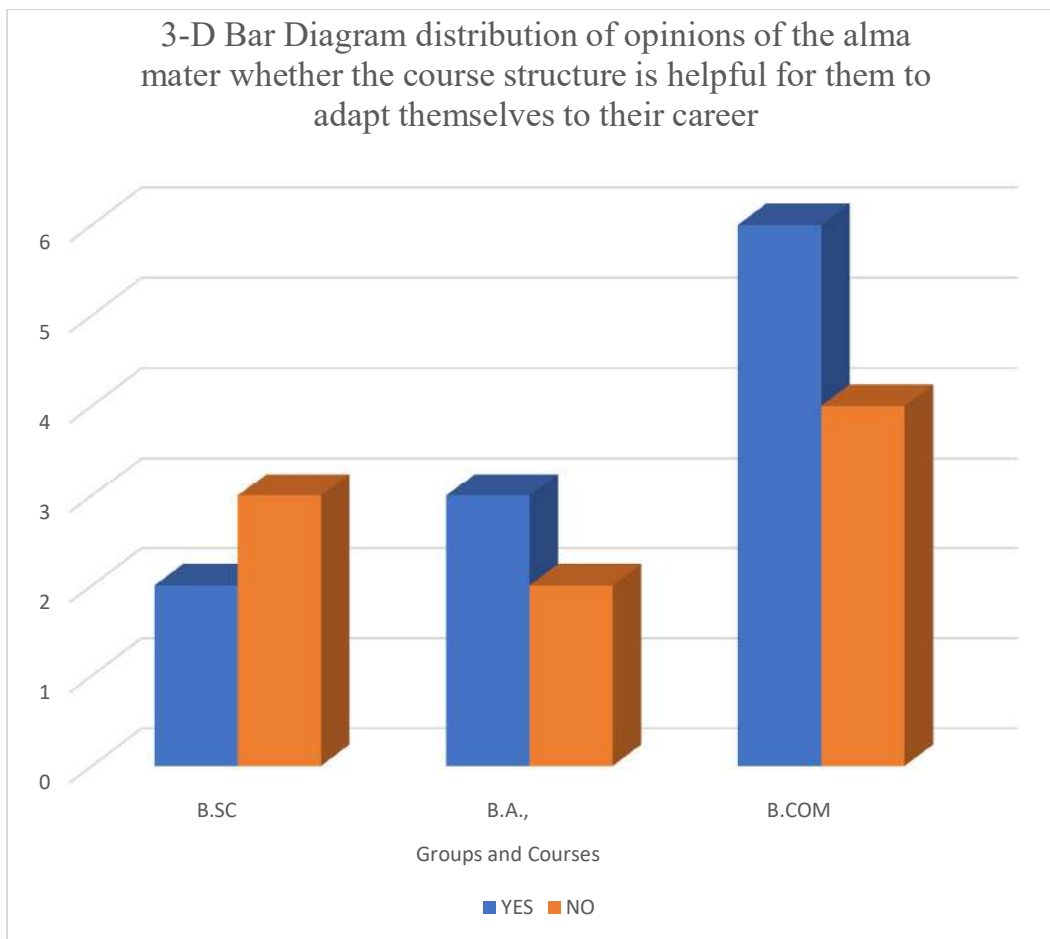


Table.17

Distribution of perceptions of parents on whether they are satisfied with the course and group that their ward was studying

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	9	20
NO	1	2	2	5
Total	7	7	11	25

Source: Satisfaction Survey

Table 17 represents the distribution of perceptions of parents of the students of the college on whether they are satisfied with the course and group that their wards were studying or not. It is visible from the above table that the majority of the parents of the students of the college 20 out of 25 have responded that they were satisfied with the course and group that their wards were studying and only five discouraged that they were not satisfied with the course and group that their wards were studying. The above data is presented in a 2-D Bar Diagram below.

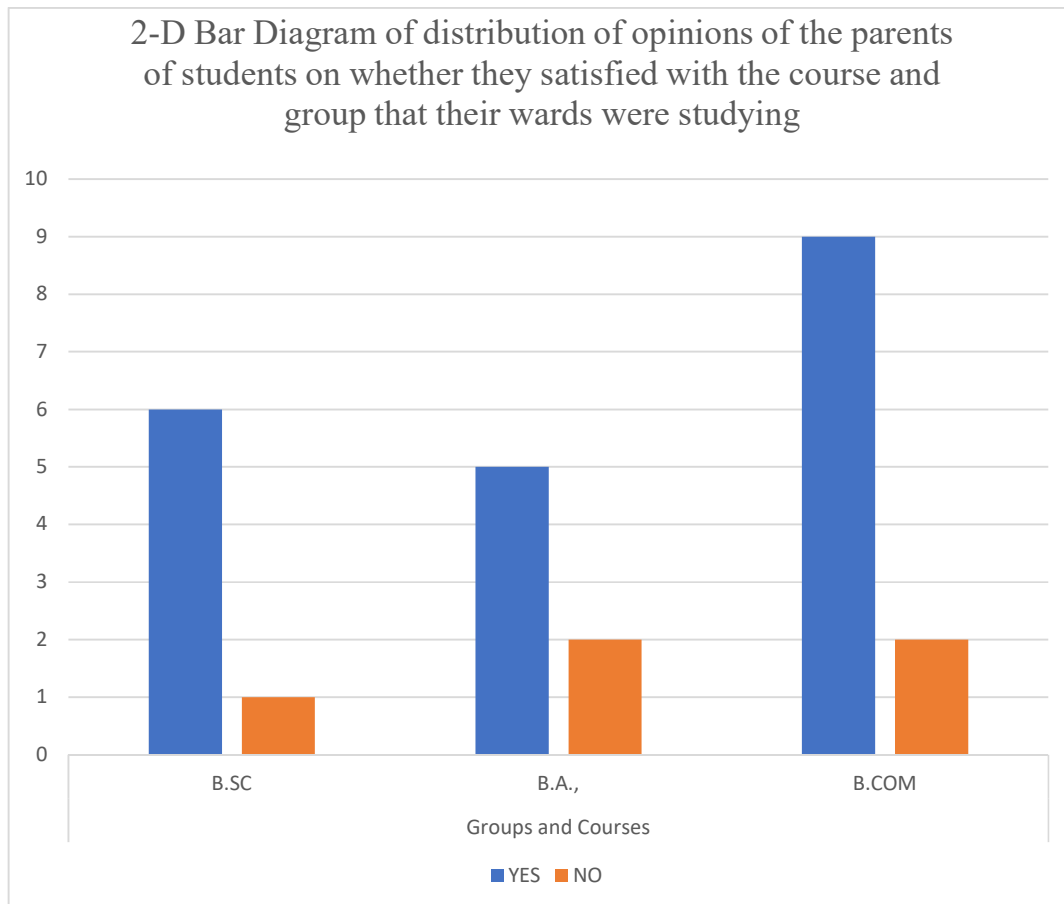


Table.18

Distribution of perceptions of parents on whether they feel that the curriculum that was formulated would cater to the employer's requirements

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	6	10	21
NO	2	1	1	4
Total	7	7	11	25

Source: Satisfaction Survey

Table 18 characterizes the distribution of perceptions of parents of the students of the college on whether they feel that the curriculum that was formulated would cater to the employer's requirements or not. It is visible from the above table that the majority of the parents of the students of the college 21 out of 25 have responded that they feel that the curriculum that was formulated would cater to the employer's requirements and only four discouraged that they feel that the curriculum that was formulated wouldn't cater the employer's requirements. The above data is presented in a 2-D Bar Diagram below.

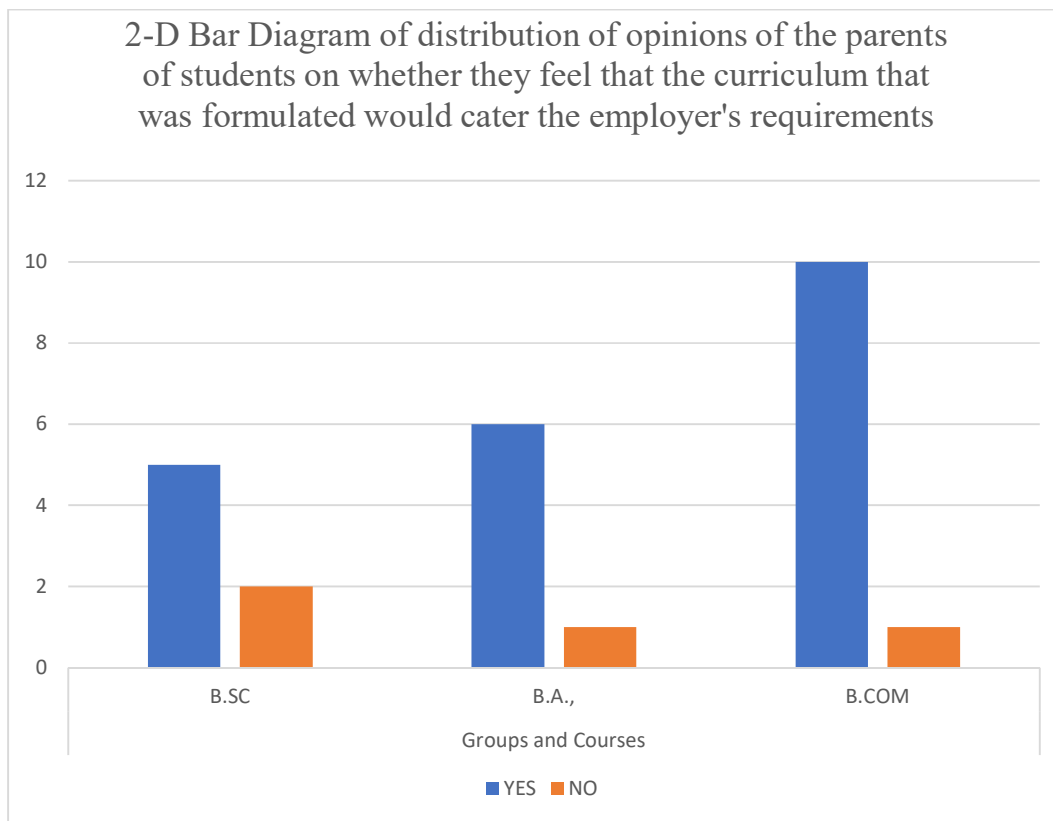


Table.19

Distribution of perceptions of parents on whether they think that the curriculum helps their ward to develop professional skills

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	8	19
NO	1	2	3	6
Total	7	7	11	25

Source: Satisfaction Survey

Table 19 represents the distribution of perceptions of parents of the students of the college on whether they think that the curriculum helps their ward to develop professional skills or not. It is visible from the above table that the majority of the parents of the students of the college 19 out of 25 have responded that they think that the curriculum helps their ward to develop professional skills and only six discouraged that they think that the curriculum couldn't help their ward to develop the professional skills. The above data is presented in a 2-D Bar Diagram below.

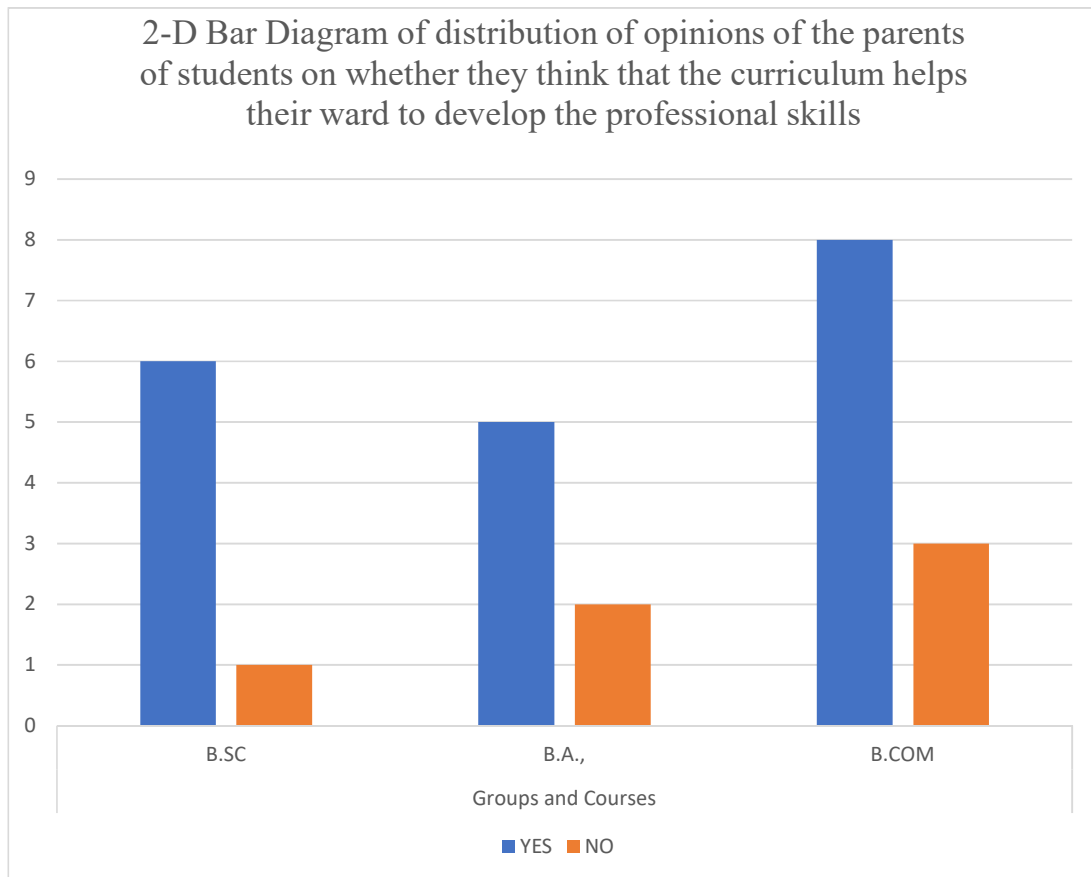


Table.20

Distribution of perceptions of parents on whether they appoint that the curriculum would help in the all-round development of their ward

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	6	9	19
NO	3	1	2	6
Total	7	7	11	25

Source: Satisfaction Survey

Table 20 represents the distribution of perceptions of parents of the students of the college on whether they believe that the curriculum would help in the all-round development of their ward or not. It is visible from the above table that the majority of the parents of the students of the college 19 out of 25 have responded that they appoint that the curriculum would help in the all-round development of their ward and only six discouraged that they wouldn't accept that the curriculum would help in the all-round development of their ward. The above data is presented in a 2-D Bar Diagram below.

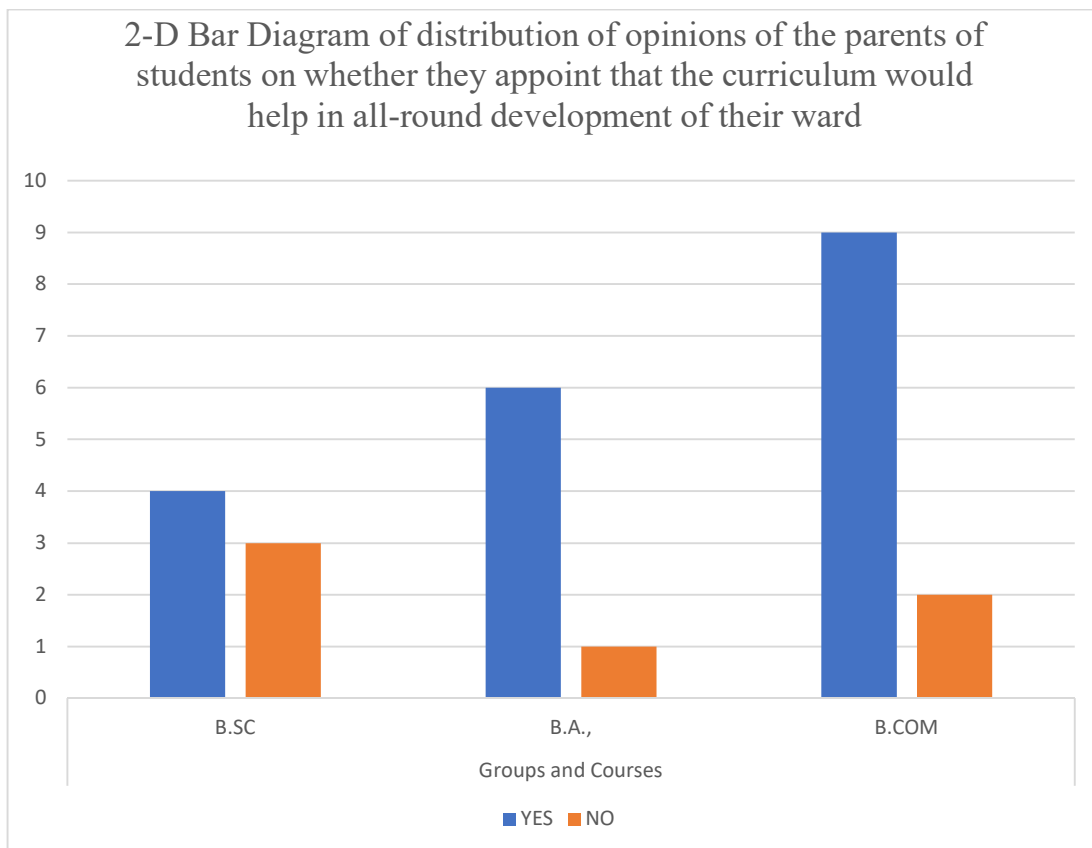


Table.21

Distribution of perceptions of parents on whether they would like to add any topic to the existing curriculum

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	4	8	17
NO	2	3	3	8
Total	7	7	11	25

Source: Satisfaction Survey

Table 21 represents the distribution of perceptions of parents of the students of the college on whether they would like to add a topic to the existing curriculum or not. It is visible from the above table that the majority of the parents of the students of the college 17 out of 25 have responded that they would like to add a topic to the existing curriculum and only eight discussed that they wouldn't like to add a topic to the existing curriculum. The above data is presented in a 2-D Bar Diagram below.

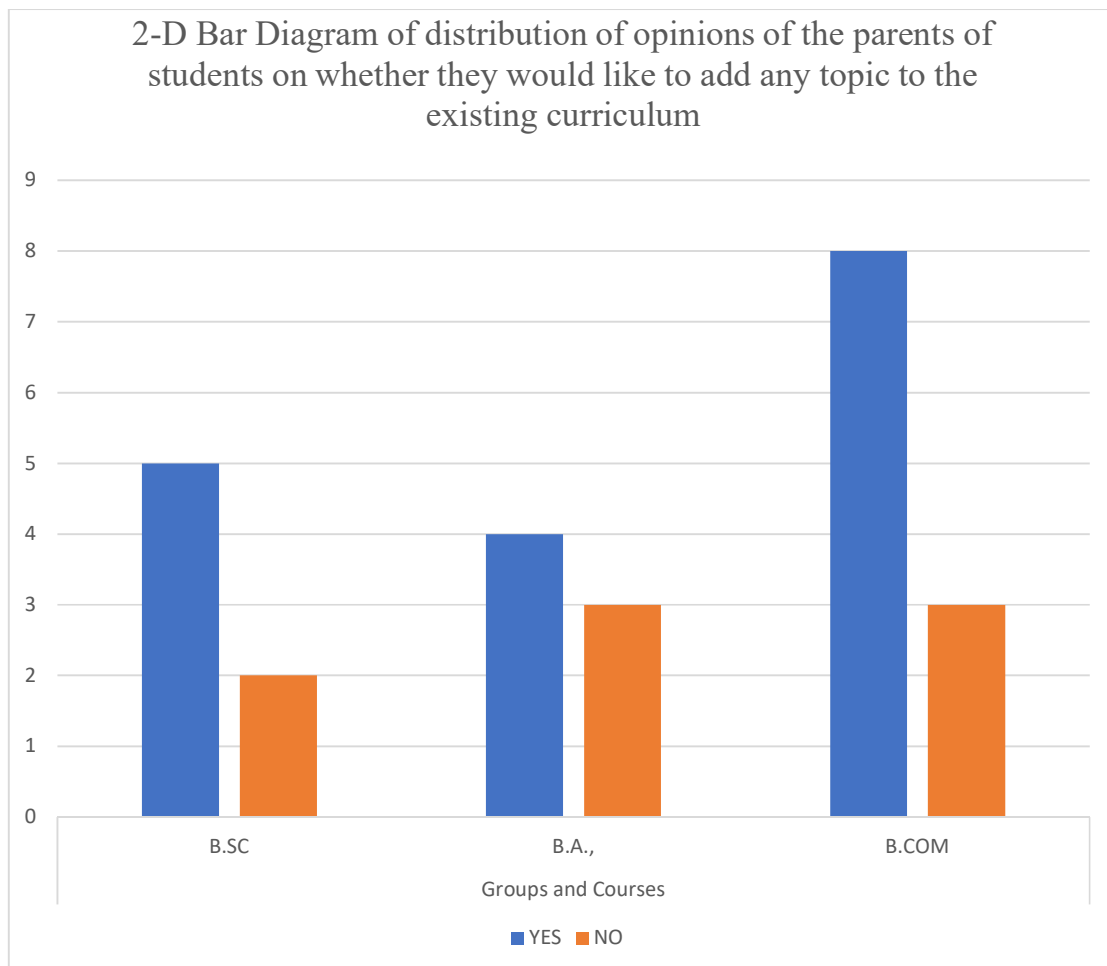


Table.22

Distribution of opinions of employers on technical skills for employability

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	3	2	4	5	3	17
NEED TO IMPROVE	1	0	1	1	0	3
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 22 characterizes the distribution of opinions of employers on technical skills for employability. It is evident from the above table that the majority of the employers 17 out of 20 have responded that the technical skills for employability were satisfactory and three suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

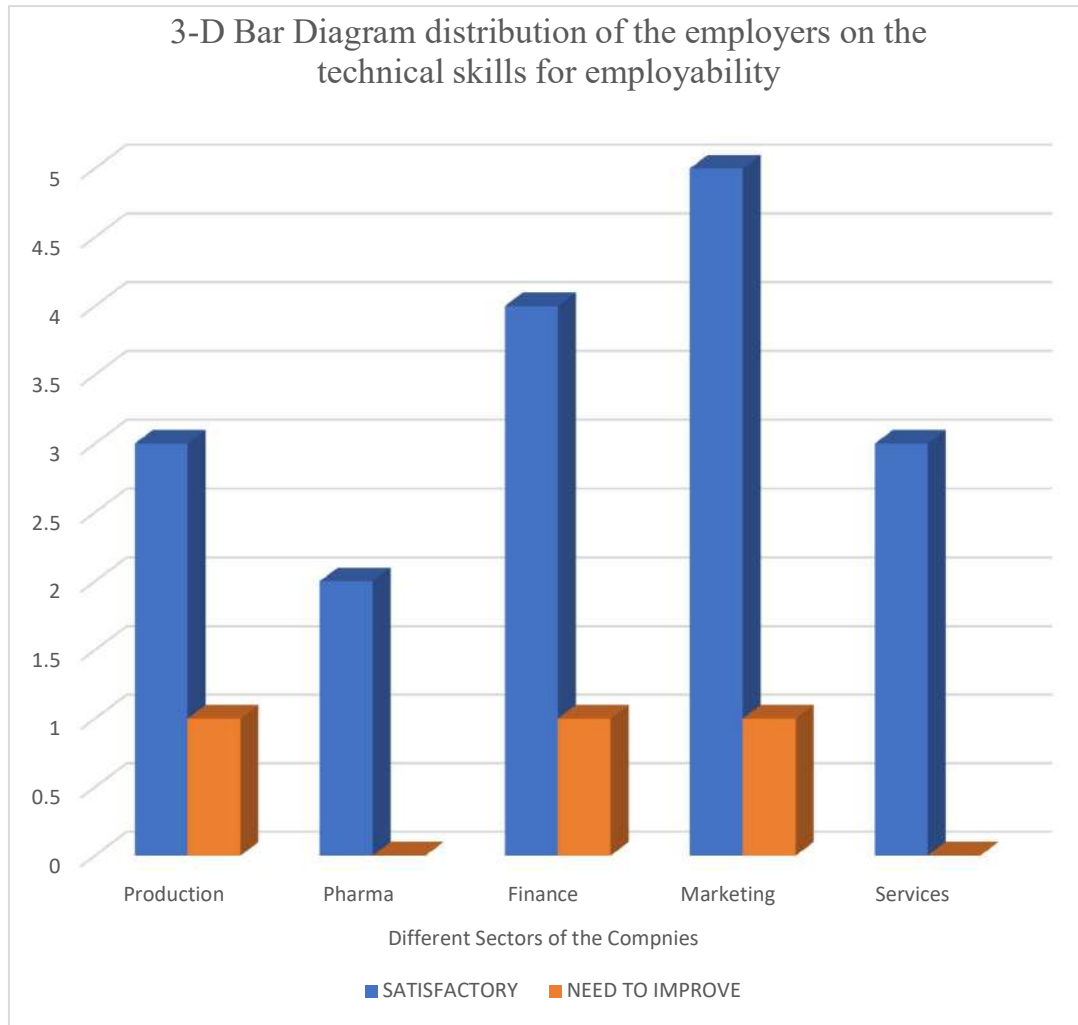


Table.23

Distribution of opinions of employers on the sufficiency of theoretical background and practical applications

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	2	1	5	4	3	15
NEED TO IMPROVE	2	1	0	2	0	5
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 23 characterizes the distribution of opinions of the employers on the theoretical background and practical applications. It is evident from the above table that the majority of the employers 15 out of 20 have responded that the theoretical background and practical applications were satisfactory and only five suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

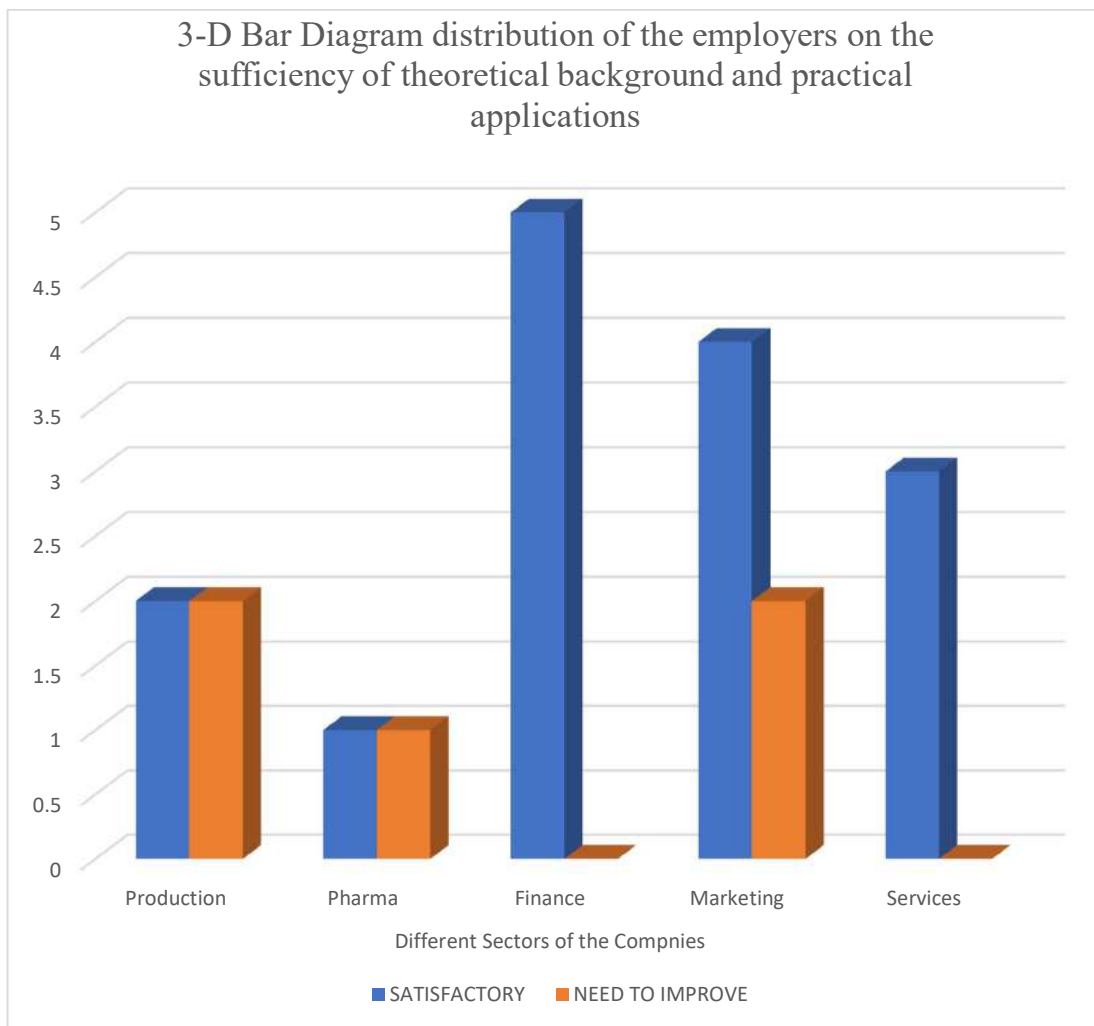


Table.24

Distribution of opinions of employers on creativity and innovation

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	1	1	5	5	2	14
NEED TO IMPROVE	3	1	0	1	1	6
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 24 characterizes the distribution of opinions of employers on creativity and innovation. It is evident from the above table that the majority of the employers 14 out of 20 have responded that the creativity and innovation were satisfactory and six suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

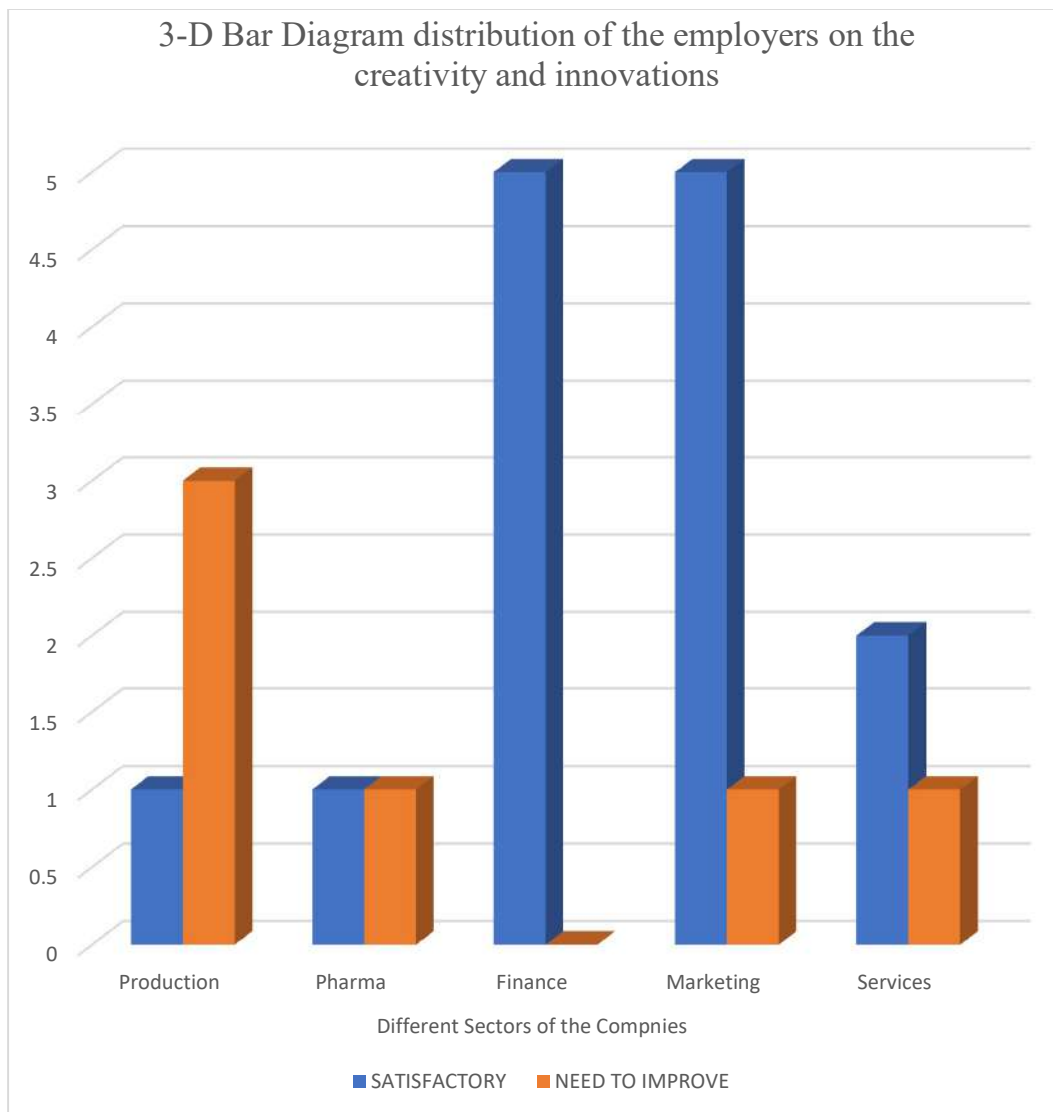


Table.25

Distribution of opinions of employers on the relevance of course content

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	0	0	5	5	4	14
NEED TO IMPROVE	4	2	0	0	0	6
TOTAL	4	2	5	5	3	20

Source: Satisfaction Survey

Table 25 characterizes the distribution of opinions of employers on the relevance of course content. It is evident from the above table that the majority of the employers 14 out of 20 have responded that the relevance of course content was satisfactory and six suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

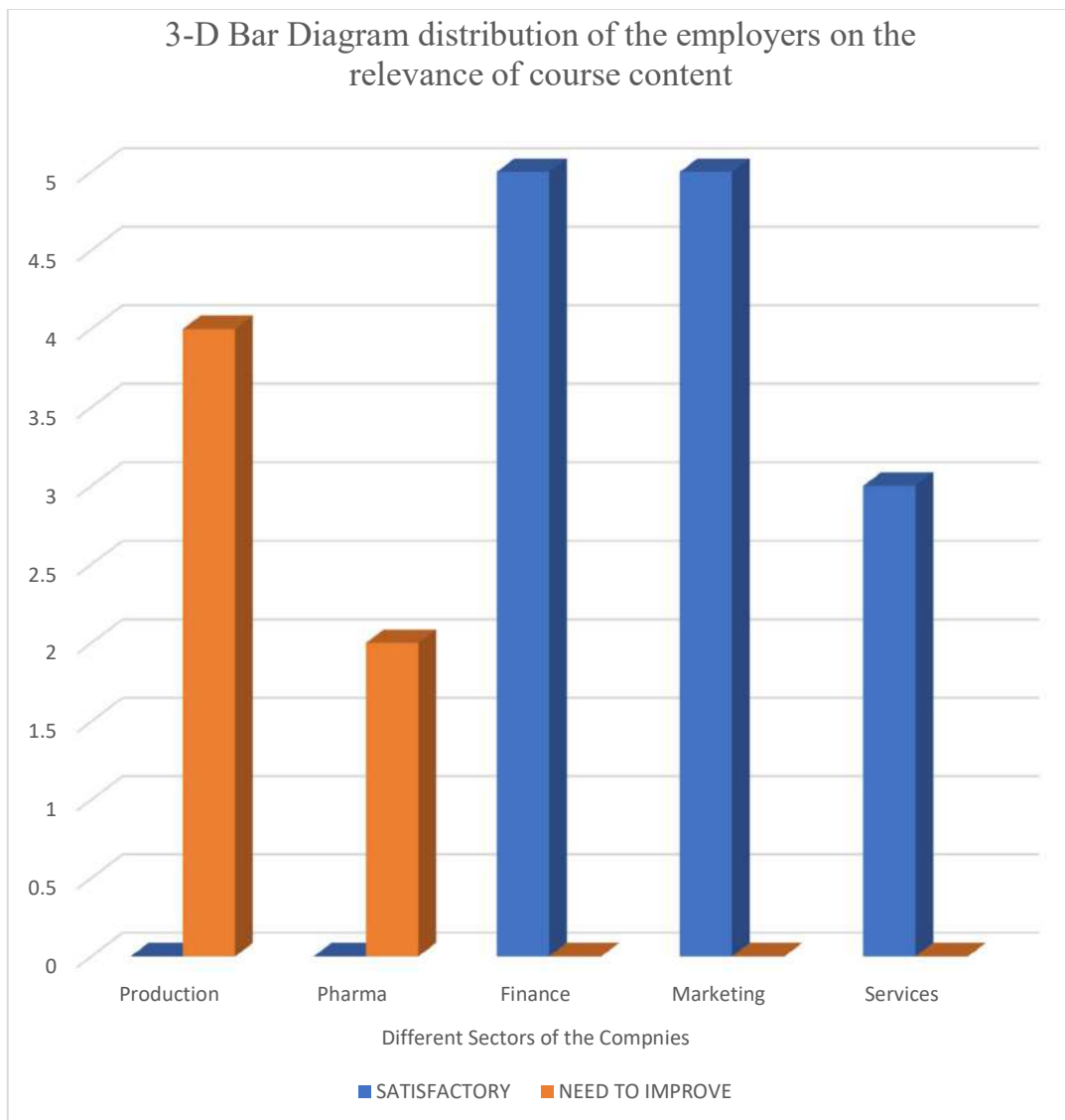


Table.26

Distribution of opinions of employers on soft skills and communication skills

RESPONSE	Different Sectors of the Companies					TOTAL
	Production	Pharma	Finance	Marketing	Services	
SATISFACTORY	3	2	4	5	2	16
NEED TO IMPROVE	1	0	1	1	1	4
TOTAL	4	2	5	6	3	20

Source: Satisfaction Survey

Table 26 characterizes the distribution of opinions of employers on soft skills and communication skills. It is evident from the above table that the majority of the employers 16 out of 20 have responded that their soft skills and communication skills were satisfactory and four suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

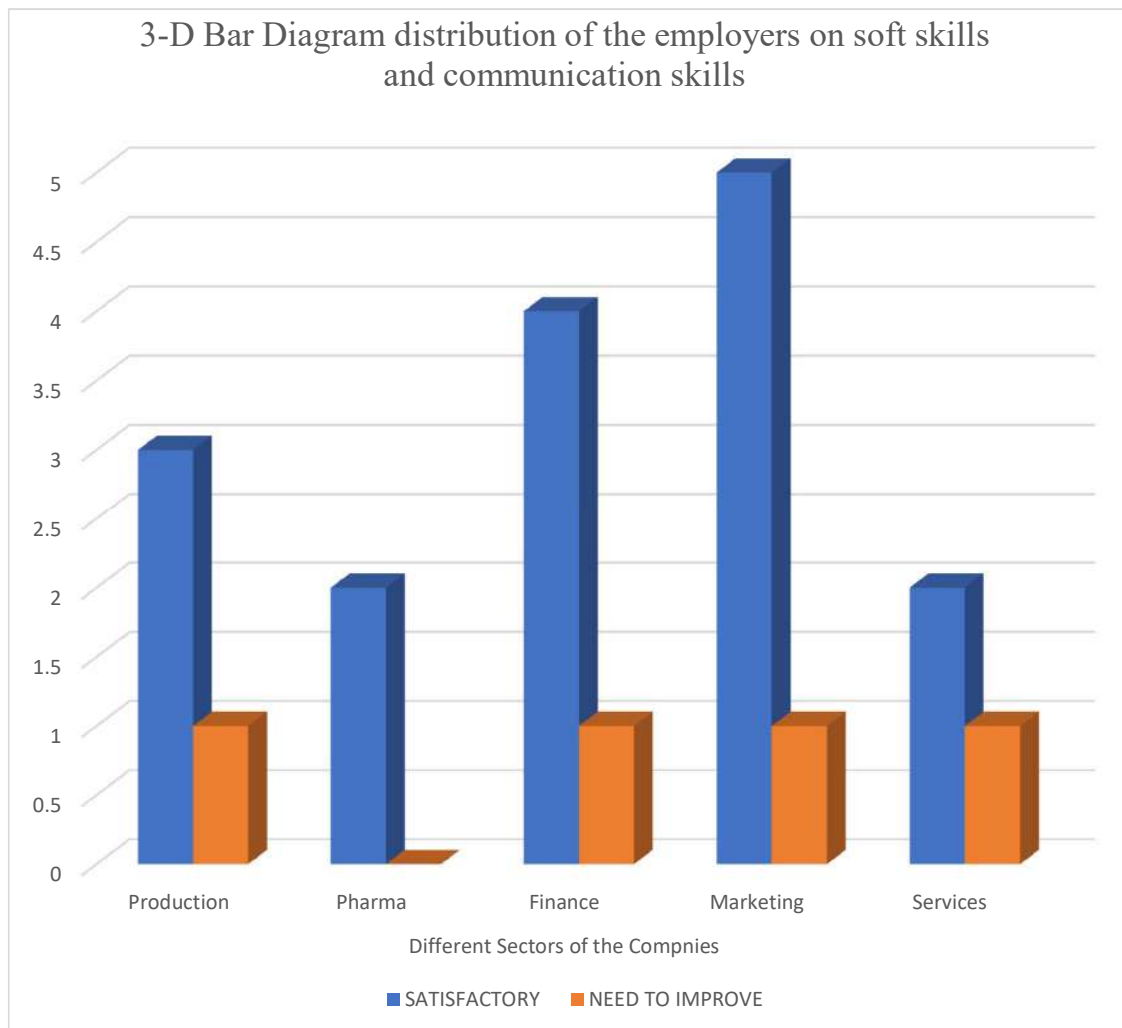


Table.27

Distribution of perceptions of teachers on the course structure is in line with Programme Outcomes in general and program-specific

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	2	2	2	6
STRONGLY AGREE	2	2	3	7
Total	5	5	5	15

Source: Satisfaction Survey

Table 27 describes the distribution of perceptions of teachers on the course structure in line with the programme outcomes in general and programme-specific. It is evident from the above table that the majority of the teachers seven out of 15 perceived that they strongly agree that the course structure is in line with programme outcomes in general and programme specific, followed by six teachers perceived that they agree that the course structure is in line with programme outcomes in general and programme specific, in addition to that two teachers perceived that they are neutral on the course structure is in line with programme outcomes in general and programme specific and no teacher were perceived that they disagree and/or strongly disagree that the course structure is in line with programme outcomes in general and programme specific. The above data is presented in a 2-D Bar Diagram below.

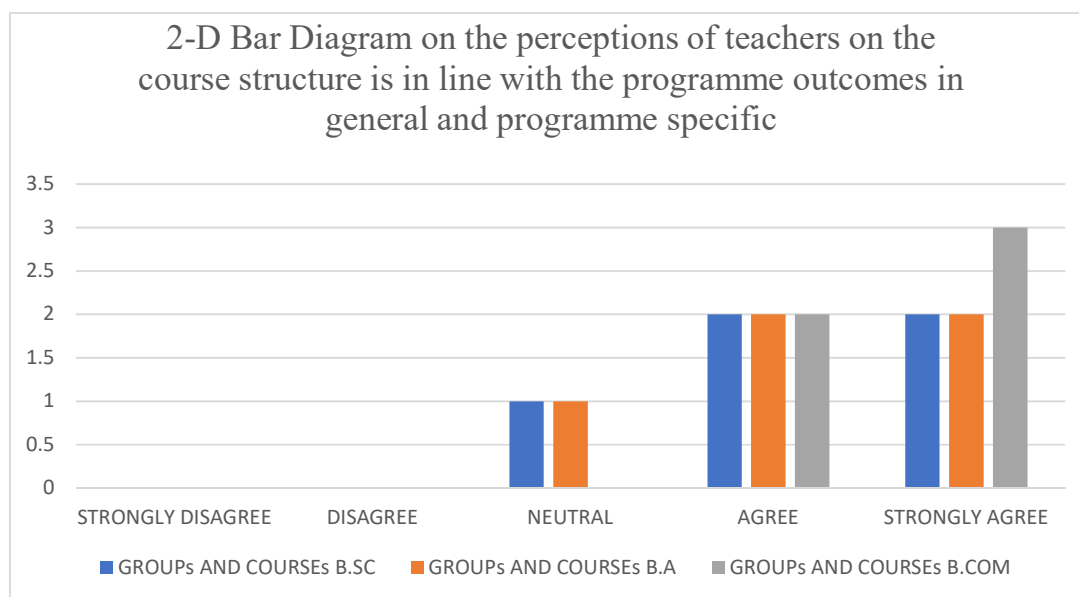


Table.28

Distribution of perceptions of teachers on the course content is relevant to course outcomes

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	1	1	1	3
STRONGLY AGREE	3	4	3	10
Total	5	5	5	15

Source: Satisfaction Survey

Table 28 depicts the distribution of perceptions of teachers on the course content relevant to course outcomes. It is evident from the above table that the majority of the teachers 10 out of 15 perceived that they strongly agree that the course content is relevant to course outcomes, followed by three teachers perceived that they agree that the course content is relevant to course outcomes, in addition to that two teachers perceived that they are neutral on the course content relevant to course outcomes and no teacher were perceived that they disagree and/or strongly disagree that the course content relevant to course outcomes. The above data is presented in a 2-D Bar Diagram below.

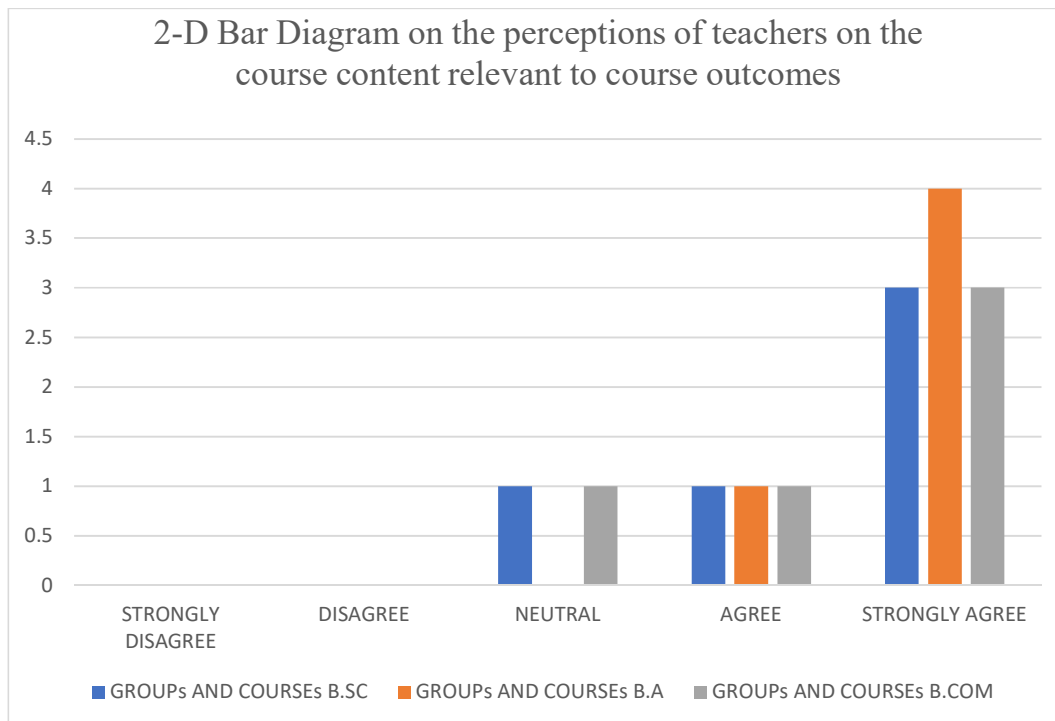


Table.29

Distribution of perceptions of teachers on the course content matches the needs of all levels of learners

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	2	0	2	4
STRONGLY AGREE	2	4	3	9
Total	5	5	5	15

Source: Satisfaction Survey

Table 29 shows the distribution of perceptions of teachers on the course content that matches the needs of all levels of learners. It is evident from the above table that the majority of the teachers nine out of 15 perceived that they strongly agree that the course content matches the needs of all levels of learners, followed by four teachers perceived that they agree that the course content matches the needs of all levels of learners, in addition to that two teachers perceived that they are neutral on the course content matches the needs of all levels of learners and no teacher was perceived that they disagree and/or strongly disagree that the course content matches the needs of all levels of learners. The above data is presented in a 2-D Bar Diagram below.

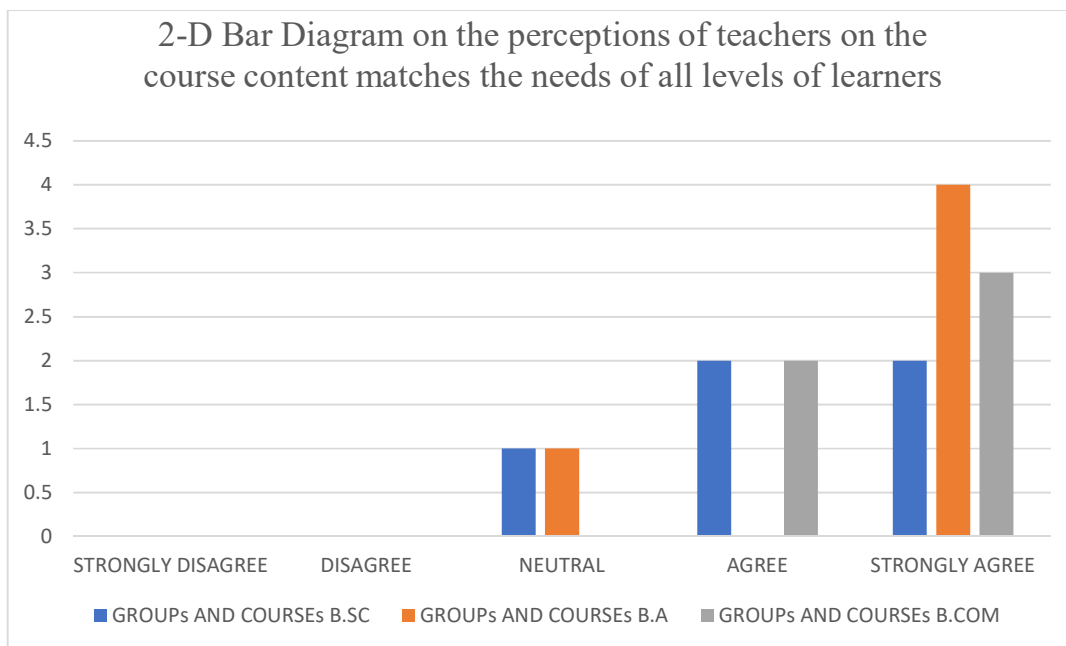


Table.30

Distribution of perceptions of teachers on the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	2	2	6
STRONGLY AGREE	3	3	3	9
Total	5	5	5	15

Source: Satisfaction Survey

Table 30 reveals the distribution of perceptions of teachers on the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. It is evident from the above table that the majority of the teachers nine out of 15 perceived that they strongly agree with the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, followed by six teachers perceived that they agree that the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions and no teacher was perceived that they are neutral/disagree/strongly disagree that the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. The above data is presented in a 2-D Bar Diagram below.

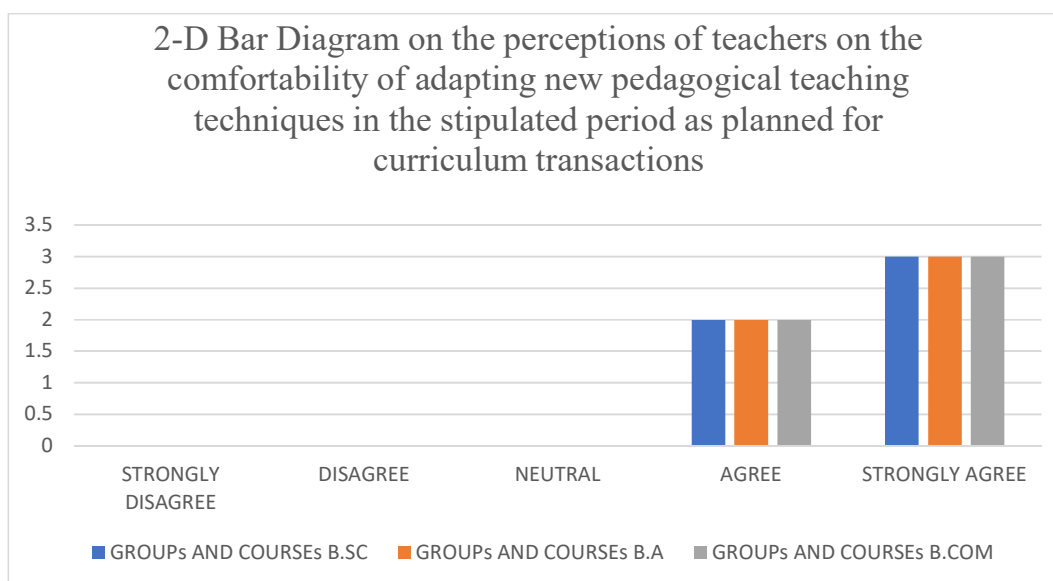


Table.31

Distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	1	2	5
STRONGLY AGREE	3	4	3	10
Total	5	5	5	15

Source: Satisfaction Survey

Table 31 characterises the distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college. It is evident from the above table that the majority of the teachers ten out of 15 perceived that they strongly agree with the facilitation of ICT-based teaching by the college, followed by five teachers perceived that they agree that the facilitation of ICT-based teaching by the college and no teacher was perceived that they are neutral/disagree/strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

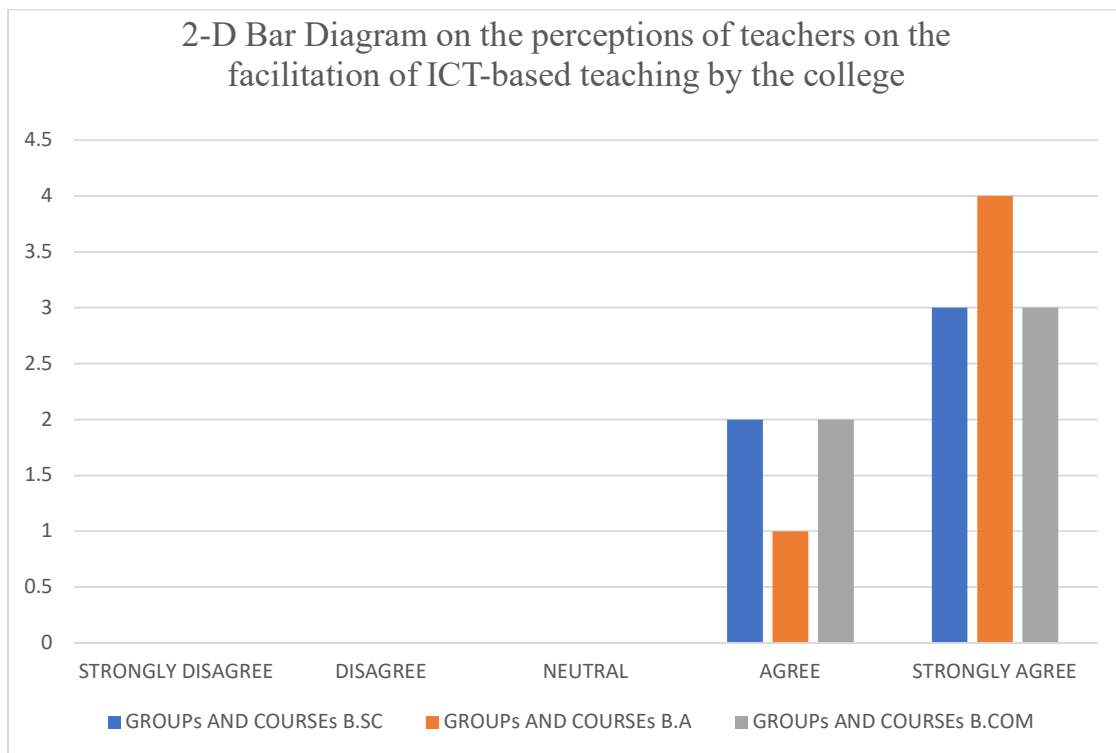


Table.32

Distribution of perceptions of teachers on whether the internal assessment is beneficial and enhances the learning levels of student

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	0	1
AGREE	1	2	1	4
STRONGLY AGREE	3	3	4	10
Total	5	5	5	15

Source: Satisfaction Survey

Table 32 explains the distribution of perceptions of teachers on the internal assessment is beneficial and enhances the learning levels of students. It is evident from the above table that the majority of the teachers ten out of 15 perceived that they strongly agree that the internal assessment is beneficial and enhances the learning levels of students, followed by four teachers perceived that they agree that the internal assessment is beneficial and enhances the learning levels of student, in addition to that only one teacher perceived that he/she is neutral on the internal assessment is beneficial and enhances the learning levels of students and no teacher was perceived that they disagree and/or strongly disagree on the internal assessment is beneficial and enhances the learning levels of students. The above data is presented in a 2-D Bar Diagram below.

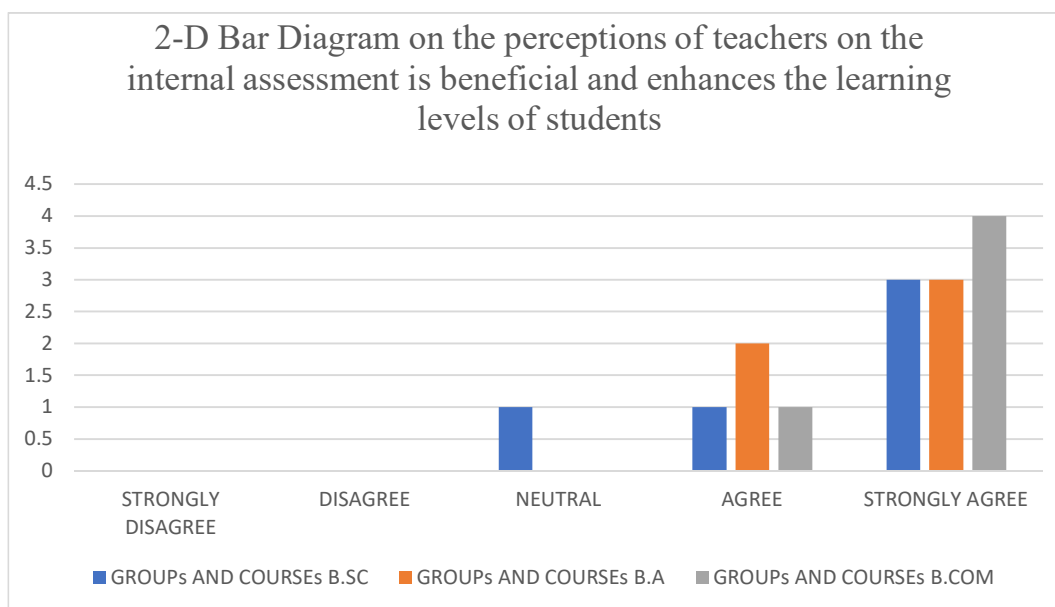


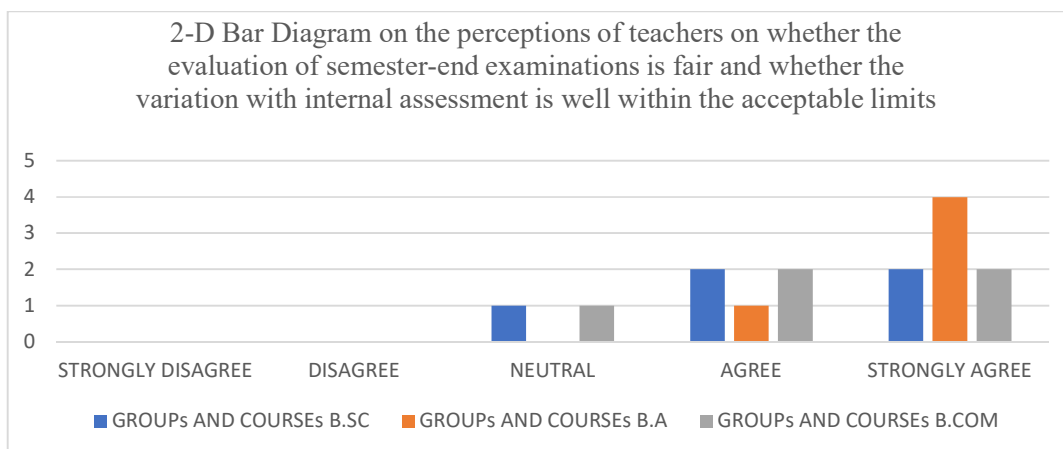
Table.33

Distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and the variation with internal assessment is well within the acceptable limits

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	2	1	2	5
STRONGLY AGREE	2	4	2	8
Total	5	5	5	15

Source: Satisfaction Survey

Table 33 describes the distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. It is evident from the above table that the majority of the teachers eight out of 15 perceived they strongly agreed whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, followed by five teachers who perceived that they agree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, in addition to that two teachers perceived that they are neutral on the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits and no teacher was perceived that they disagree and/or strongly disagree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. The above data is presented in a 2-D Bar Diagram below.





Sri Sathya Sai

PRINCIPAL
STSN Govt. DEGREE COLLEGE
KADIRI - 515 591
Sri Sathya Sai (Dist).

Report on Feedback of Students, Alumni, Parents, and Employers for the AY 2019-20

Table.1

**Distribution of opinions of students of the college on the relevance of course structure
to the course objectives**

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	1	0	3	2	7
AVERAGE	0	0	2	0	1	0	0	5	2	10
GOOD	0	2	2	3	3	3	0	9	11	33
VERY GOOD	1	9	10	7	9	10	7	15	23	91
EXCELLENT	4	11	13	11	10	13	18	18	32	130
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 1 depicts the distribution of opinions of different students of the college from various groups over three years on the relevance of the course structure to the course objectives. It is obvious from the above table that the majority of the students 130 out of 271 opined that the relevance of the course structure to the course objectives is excellent, followed by 91 students perceived that the relevance of the course structure to the course objectives is very good, 33 students perceived that the relevance of the course structure to the course objectives is good, ten students felt that the relevance of the course structure to the course objectives is average and very fewer students seven out of 271 expressed their opinion that the relevance of the course structure to the course objectives is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

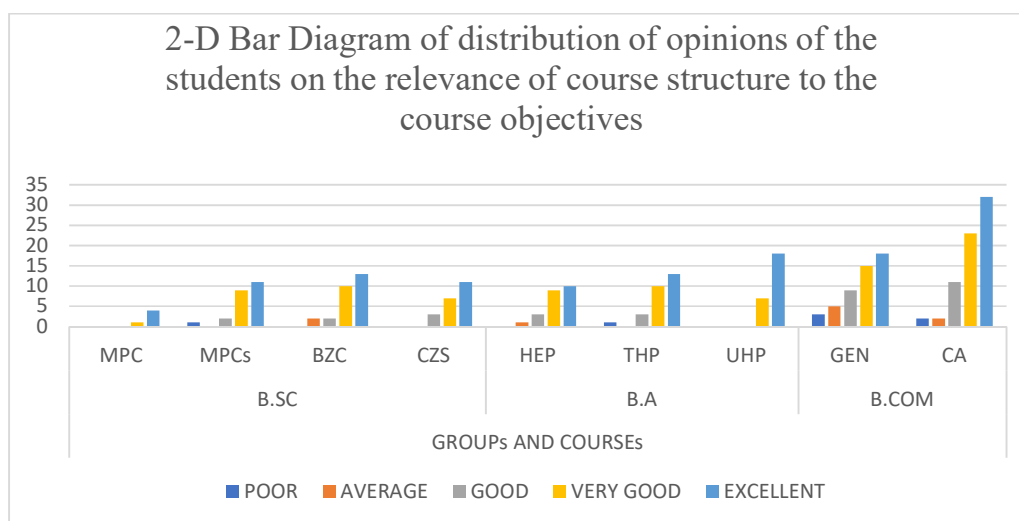


Table.2

Distribution of opinions of students of the college on the scope for skill development/employability/entrepreneurship in the course offered

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	1	0	1	1	0	2	1	7
AVERAGE	0	0	1	1	1	0	0	4	3	10
GOOD	0	3	3	2	3	3	2	10	9	35
VERY GOOD	2	7	8	8	8	10	6	14	19	82
EXCELLENT	3	12	14	10	10	13	17	20	38	137
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 2 depicts the distribution of perceptions of different students of the college from various groups over three years on the scope for skill development/employability/entrepreneurship in the course offered. It is obvious from the above table that the majority of the students 137 out of 271 opined that the scope for skill development/employability/entrepreneurship in the course offered is excellent, following that 82 discoursed that the scope for skill development/employability/entrepreneurship in the course offered is very good, 35 students perceived that the scope for skill development/employability/entrepreneurship in the course offered is good, ten students felt that the scope for skill development/employability/entrepreneurship in the course offered is average and very fewer students seven out of 271 expressed their opinion that the scope for skill development/employability/entrepreneurship in the course offered is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

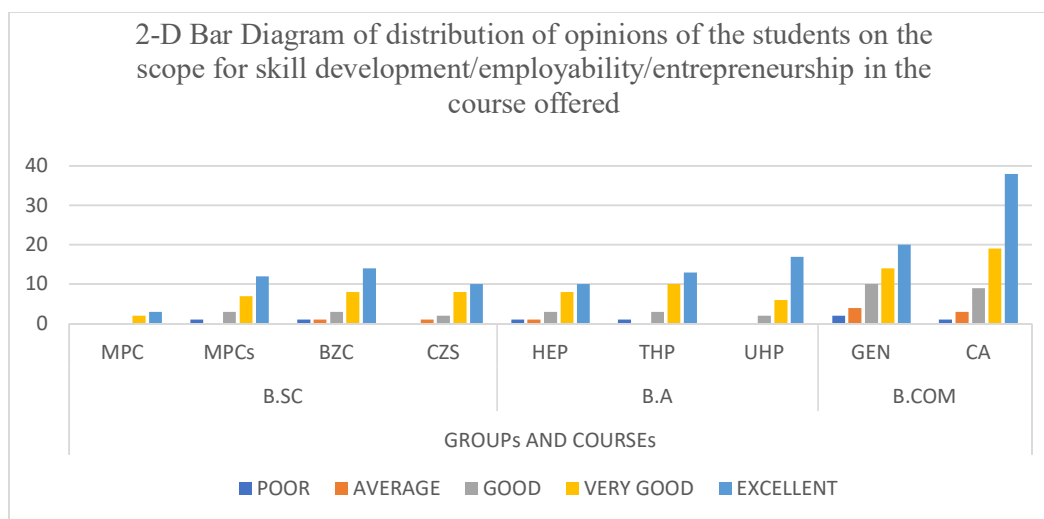


Table.3

Distribution of opinions of students of the college on the research orientation in the course design

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	1	1	0	0	0	1	0	2	1	6
AVERAGE	0	0	2	1	1	1	0	3	2	10
GOOD	0	2	2	3	2	2	0	7	9	27
VERY GOOD	1	8	9	6	5	10	9	17	25	90
EXCELLENT	3	12	14	11	15	13	16	21	33	138
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 3 depicts the distribution of opinions of different students of the college from various groups over three years on the research orientation in the course design. It is understandable from the above table that the majority of the students 138 out of 271 opined that the research orientation in the course design is excellent, following 90 discouraged that the research orientation in the course design is very good, 27 students perceived that the research orientation in the course design is good, ten students felt that the research orientation in the course design is average and very fewer students six out of 271 expressed their opinion that the research orientation in the course design is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

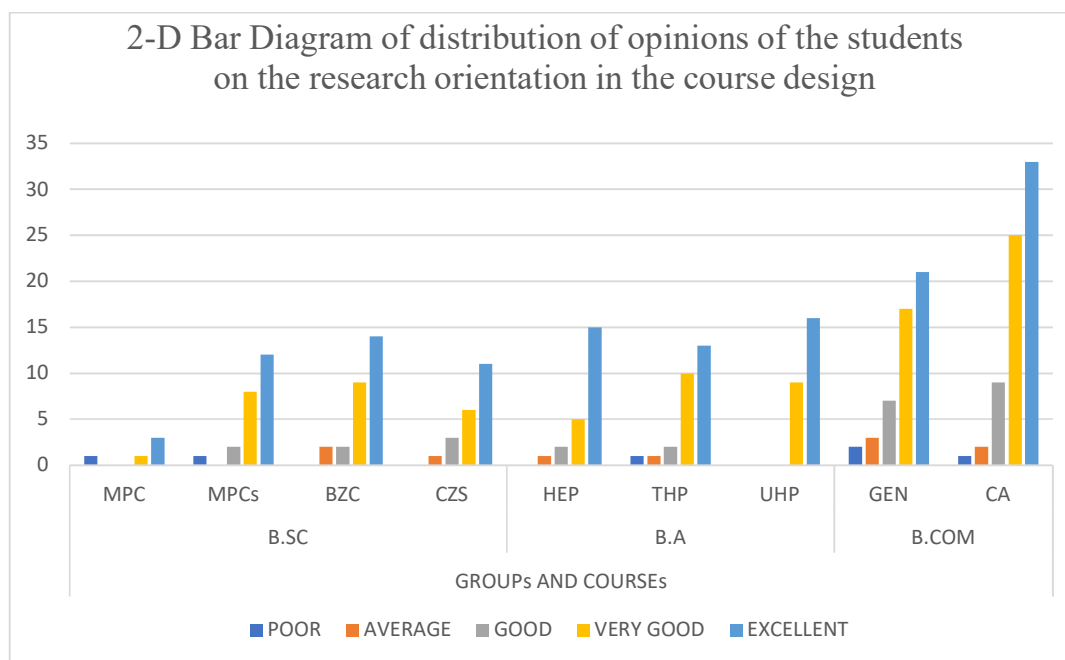


Table.4

Distribution of opinions of students of the college on the structure of the CBCS curriculum

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	0	0	0
AVERAGE	0	1	2	0	1	1	0	3	2	10
GOOD	1	2	3	3	3	2	2	6	9	31
VERY GOOD	1	9	10	7	9	9	6	16	22	89
EXCELLENT	3	11	12	11	10	15	17	25	37	141
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 4 depicts the distribution of perceptions of different students of the college from various groups over three years on the structure of the CBCS curriculum. It is obvious from the above table that the majority of the students 141 out of 271 opined that the structure of the CBCS curriculum is excellent, following 89 discoursed that the structure of the CBCS curriculum is excellent, following 89 discoursed that the structure of the CBCS curriculum is very good, 31 students perceived that the structure of the CBCS curriculum is good, ten students felt that the structure of the CBCS curriculum is average and no student has expressed their opinion that the structure of the CBCS curriculum is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

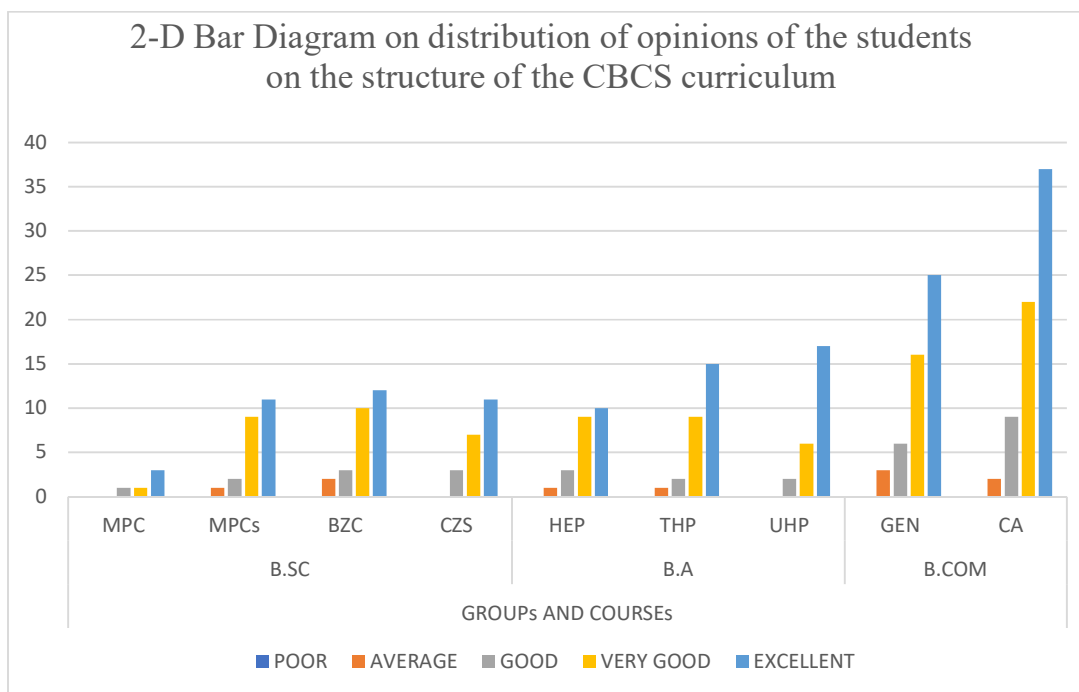


Table.5

Distribution of opinions of students of the college on the pattern of curriculum evaluation

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	0	1	0	0	1	0	2	3	7
AVERAGE	0	1	1	1	1	0	0	3	4	11
GOOD	0	2	2	2	3	3	0	8	10	30
VERY GOOD	2	9	8	6	9	10	7	15	19	85
EXCELLENT	3	11	15	12	10	13	18	22	34	138
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 5 depicts the distribution of opinions of different students of the college from various groups over three years on the pattern of curriculum evaluation. It is obvious from the above table that the majority of the students 138 out of 271 opined that the pattern of curriculum evaluation is excellent, following 85 discussed that the pattern of curriculum evaluation is very good, 30 students perceived that the pattern of curriculum evaluation is good, 11 students felt that the pattern of curriculum evaluation is average and very fewer students seven out of 271 expressed their opinion that the pattern of curriculum evaluation is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

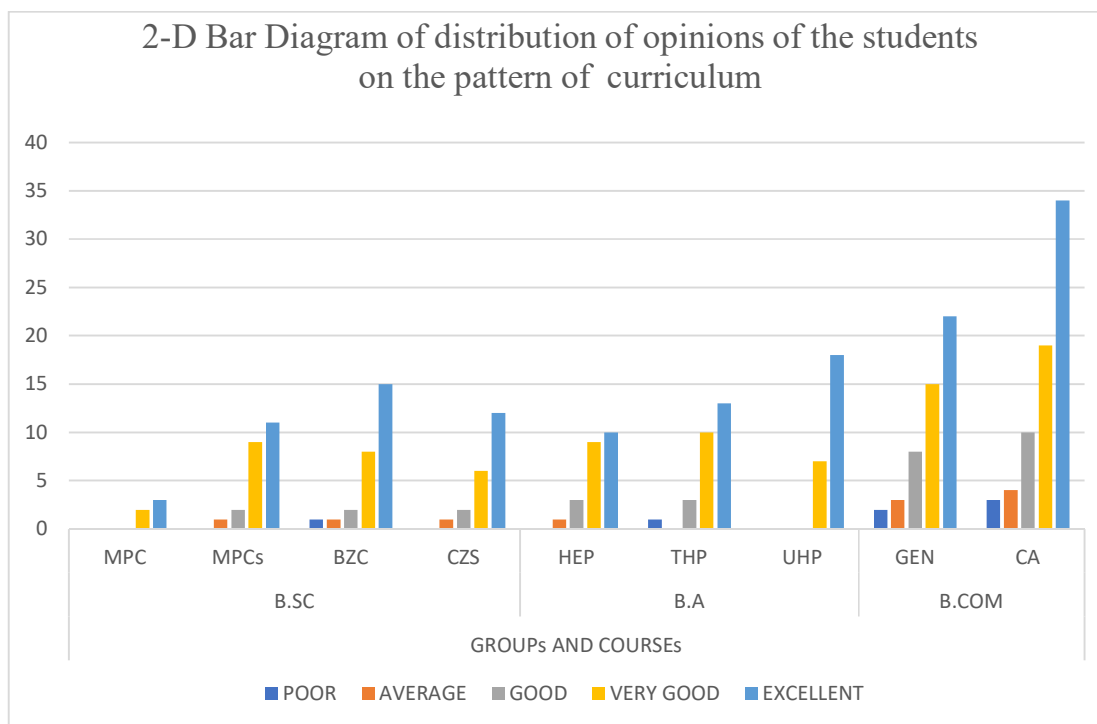


Table.6

Distribution of opinions of students of the college on the rate the academic environment of the college

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	0	0	0
AVERAGE	0	0	2	0	1	0	0	5	2	10
GOOD	1	2	2	3	2	3	2	9	11	35
VERY GOOD	1	8	9	7	10	9	7	16	22	89
EXCELLENT	3	13	14	11	10	15	16	20	35	137
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 6 depicts the distribution of opinions of different students of the college from various groups over three years on the rate of the academic environment of the college. It is obvious from the above table that the majority of the students 137 out of 271 opined that the rate of the academic environment of the college is excellent, following that 89 discouraged that the rate of the academic environment of the college is very good, 35 students perceived that the rate of the academic environment of the college is good, ten students felt that the rate of the academic environment of the college is average and no student has expressed their opinion that the rate of the academic environment of the college is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

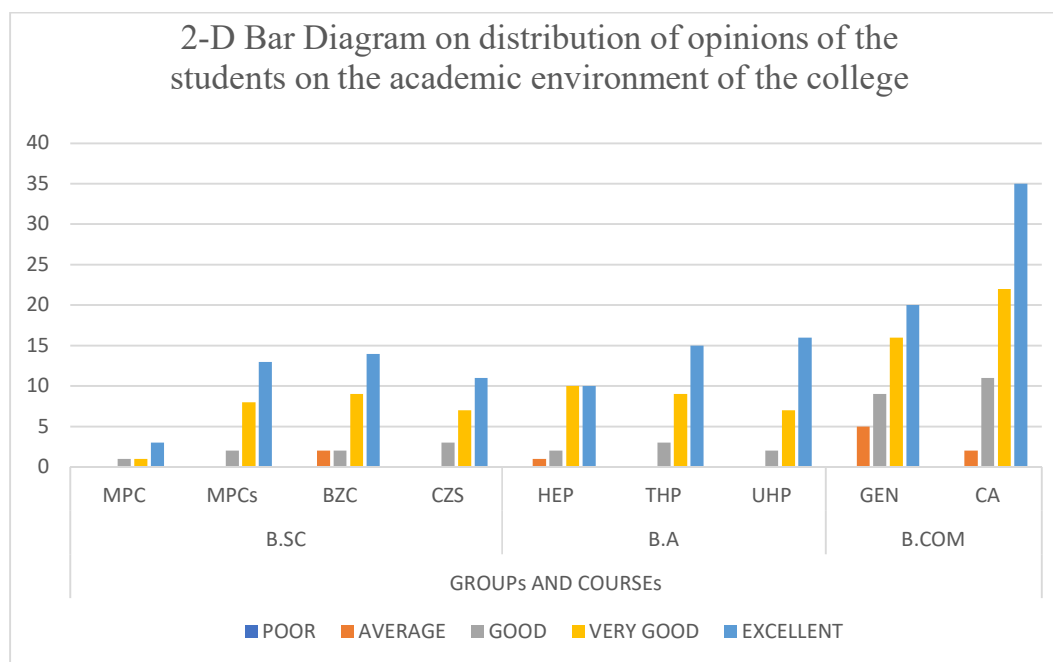


Table.7

Distribution of opinions of students of the college on the coverage of the syllabus

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	1	0	2	3	7
AVERAGE	0	0	2	1	1	0	0	3	4	11
GOOD	0	3	2	3	3	3	0	6	9	29
VERY GOOD	2	7	8	6	9	10	7	16	23	88
EXCELLENT	3	12	15	11	10	13	18	23	31	136
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 7 depicts the distribution of opinions of different students of the college from various groups over three years on the coverage of the syllabus. It is obvious from the above table that the majority of the students 136 out of 271 opined that the coverage of the syllabus is excellent, following 88 students opined that the coverage of the syllabus is very good, 29 students perceived that the coverage of the syllabus is good, 11 students felt that the coverage of the syllabus is average and very fewer students seven out of 271 expressed their opinion that the coverage of the syllabus is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

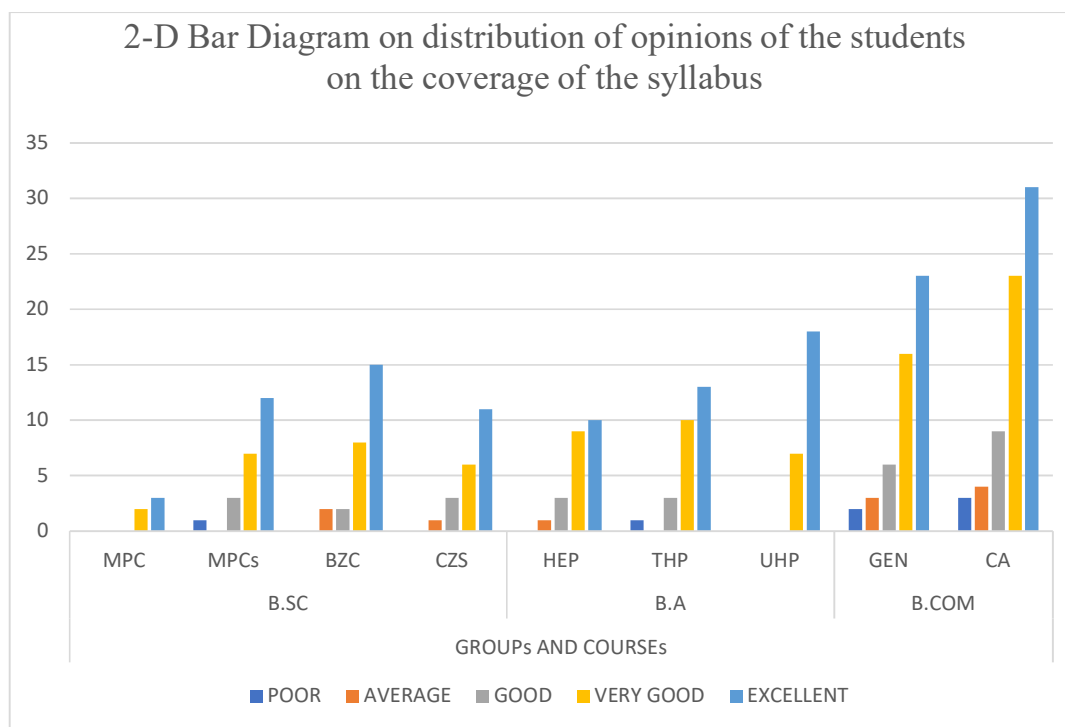


Table.8

Distribution of opinions of students of the college on the adherence to the academic calendar

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	1	0	2	2	6
AVERAGE	0	0	2	0	1	0	0	4	3	10
GOOD	0	2	2	3	3	3	0	7	10	30
VERY GOOD	1	9	10	7	9	10	7	15	19	87
EXCELLENT	4	11	13	11	10	13	18	22	36	138
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 8 depicts the distribution of opinions of different students of the college from various groups over three years on the adherence to the academic calendar. It is obvious from the above table that the majority of the students 138 out of 271 opined that the adherence to the academic calendar is excellent, 87 discoursed that the adherence to the academic calendar is very good, 30 students perceived that the adherence to the academic calendar is good, ten students felt that the adherence to the academic calendar is average and very fewer students six out of 271 expressed their opinion that the adherence to the academic calendar is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

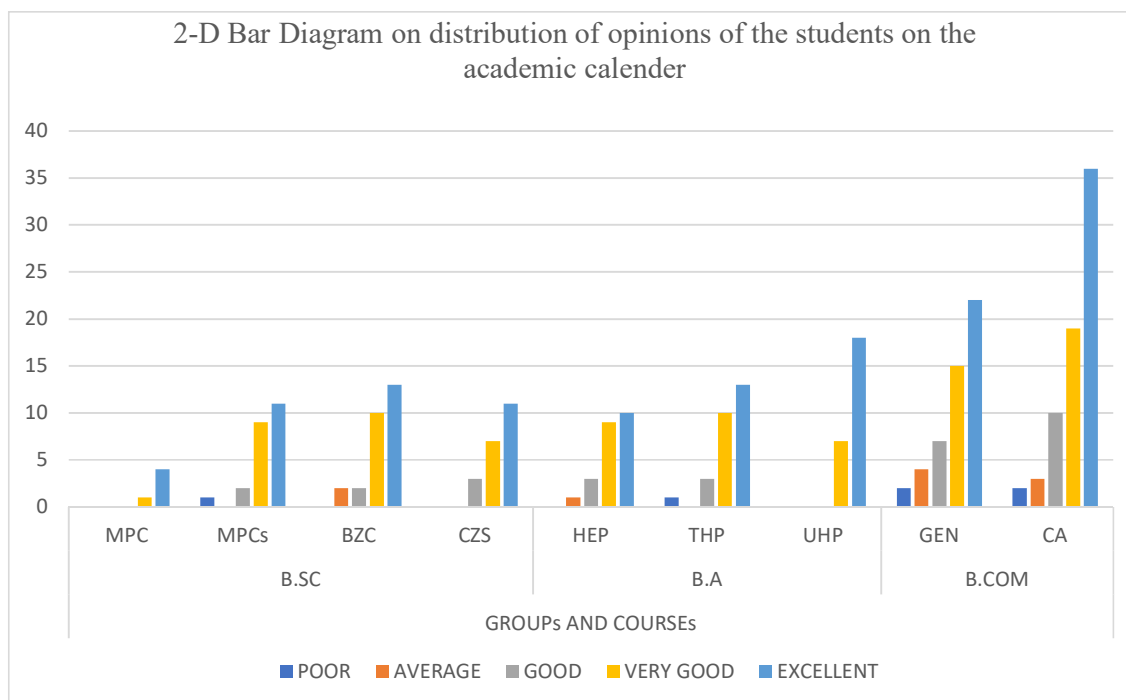


Table.9

Distribution of opinions of students of the college on the library facilities

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	1	0	2	2	5
AVERAGE	0	0	1	0	1	0	0	3	2	7
GOOD	0	2	3	2	2	3	2	10	11	35
VERY GOOD	3	10	9	6	8	10	6	14	23	89
EXCELLENT	2	11	14	13	12	13	17	21	32	135
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 9 depicts the distribution of opinions of different students of the college from various groups over three years on the library facilities. It is obvious from the above table that the majority of the students 135 out of 271 opined that the library facilities are excellent, following that 89 discouraged that the library facilities are very good, 35 students perceived that the library facilities are good, seven students felt that the library facilities is average and very fewer students five out of 271 expressed their opinion that the library facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

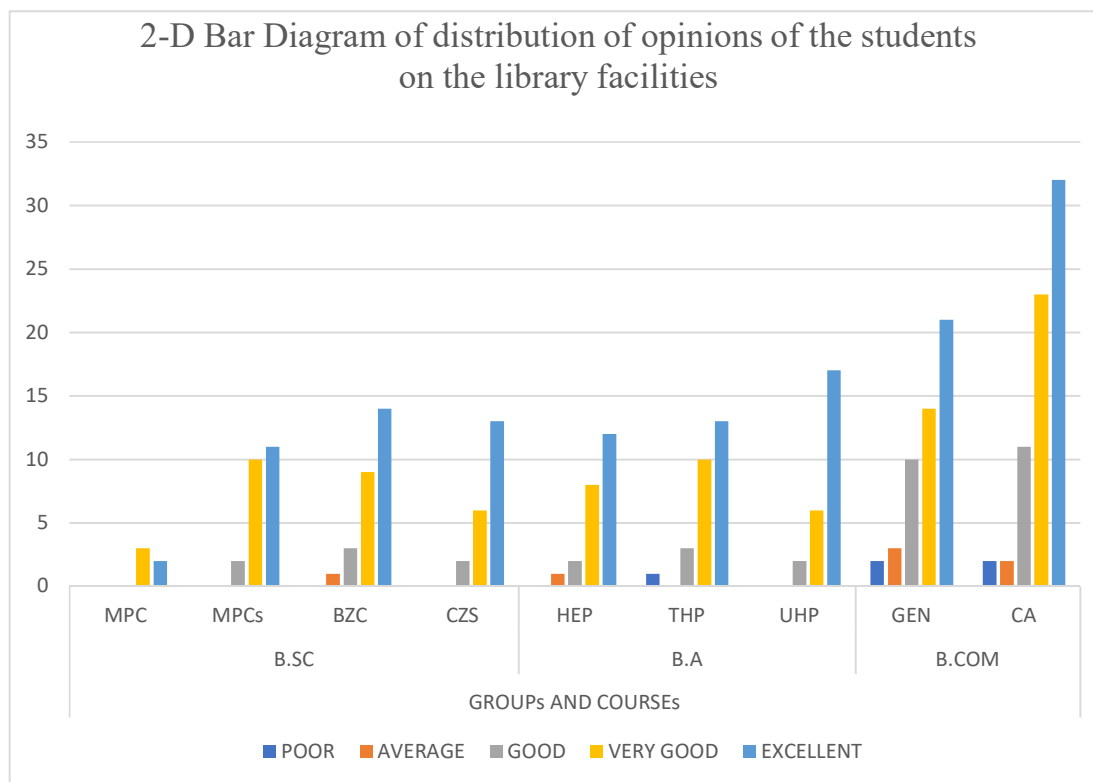


Table.10

Distribution of opinions of students of the college on the lab facilities

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	0	0	0	0	0	0	3	2	5
AVERAGE	0	1	2	0	1	0	0	4	2	10
GOOD	0	3	3	2	3	2	0	9	11	33
VERY GOOD	2	8	9	7	9	10	7	15	20	87
EXCELLENT	3	11	13	12	10	15	18	19	35	136
Total	5	23	27	21	23	27	25	50	70	271

Source: Student Satisfaction Survey Data

Table 10 depicts the distribution of opinions of different students of the college from various groups over three years on the lab facilities. It is obvious from the above table that the majority of the students 136 out of 271 opined that the lab facilities are excellent, 87 discouraged that the lab facilities are very good, 33 students perceived that the lab facilities are good, ten students felt that the lab facilities is average and very fewer students five out of 271 expressed their opinion that the lab facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

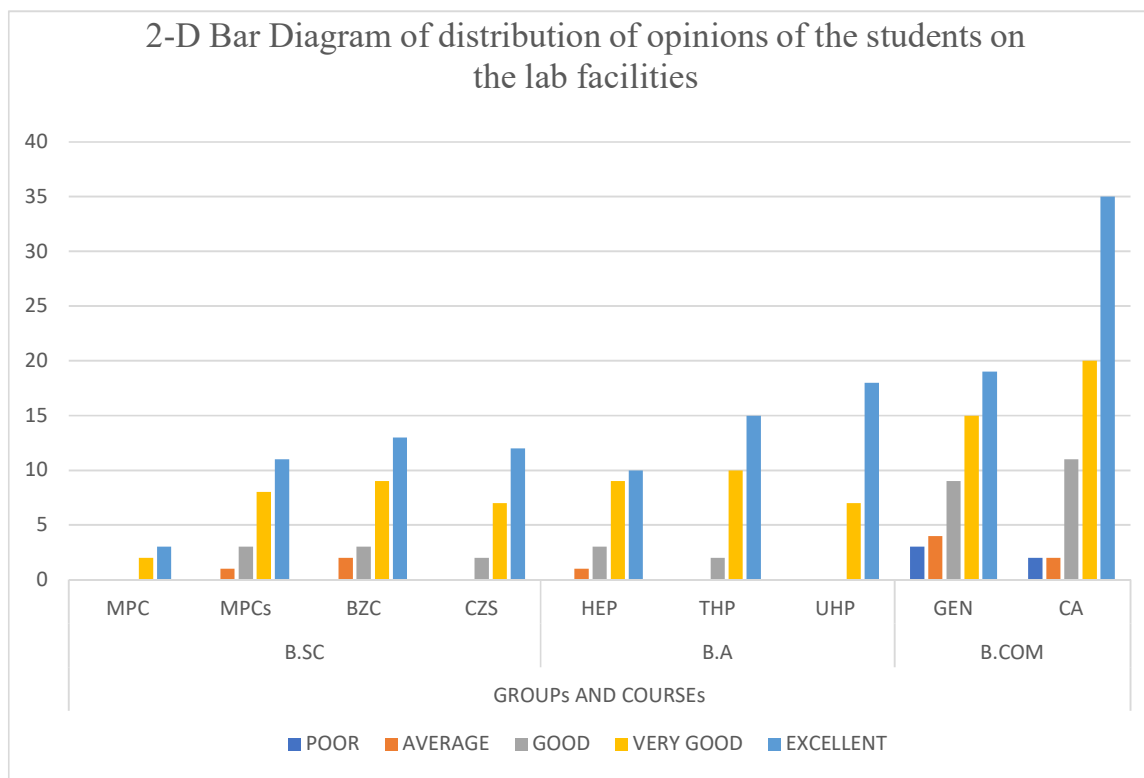


Table.11

Distribution of the alma mater whether the prescribed curriculum design helped them to gain the knowledge

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	11	24
NO	0	1	1	2
Total	7	7	12	26

Source: Satisfaction Survey

Table 11 depicts the distribution of opinions of different alma mater of the college and whether the prescribed curriculum design helped them to gain the knowledge or not. It is noticeable from the above table that the majority of the alma mater 24 out of 26 of the college has responded that the prescribed curriculum design helped them to gain the knowledge and only two discouraged that the prescribed curriculum design couldn't help them to gain the knowledge. The above data is presented in a 3-D Bar Diagram below.

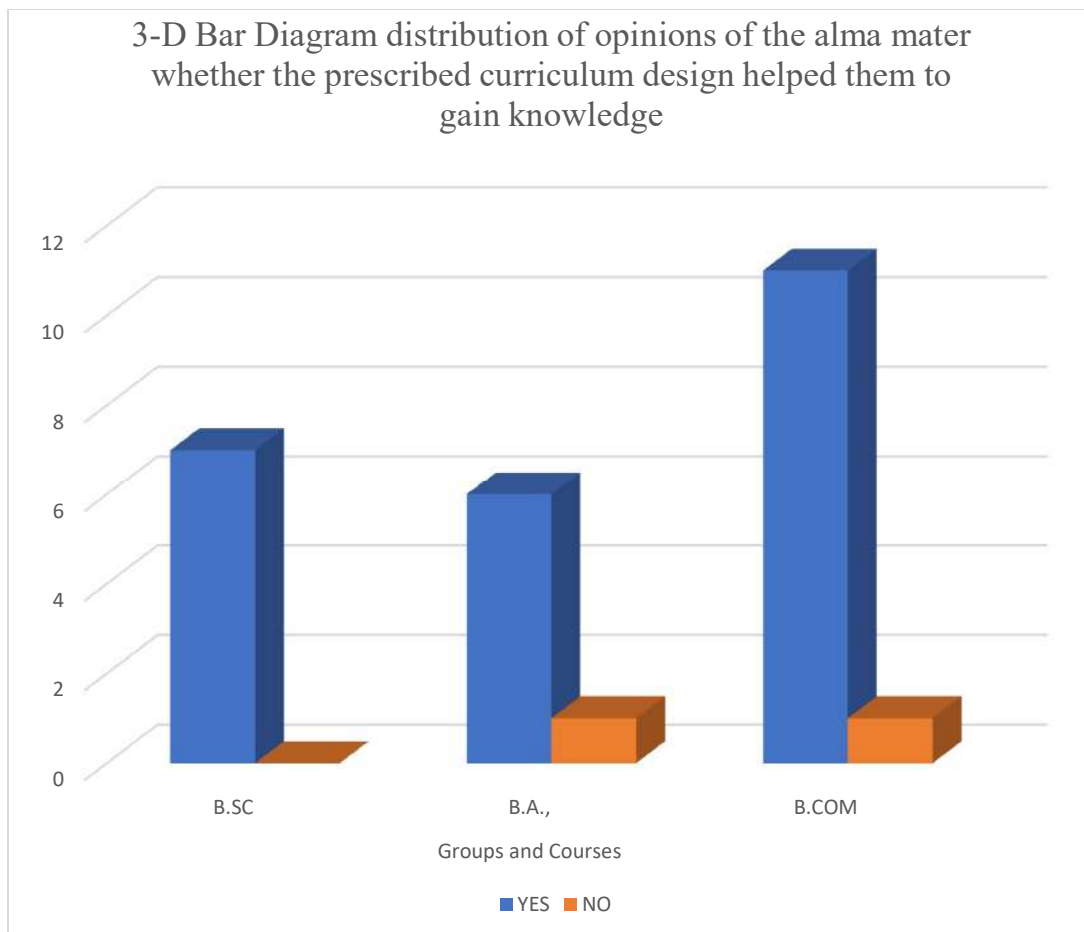


Table.12

Distribution of the alma mater whether the course structure relevant to progress for the higher levels

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	6	10	21
NO	2	1	2	5
Total	7	7	12	26

Source: Satisfaction Survey

Table 12 depicts the distribution of opinions of different alma mater of the college and whether the course structure is relevant to progress for the higher levels or not. It is noticeable from the above table that the majority of the alma mater 21 out of 26 of the college has responded that the course structure is relevant to progress for the higher levels and only five discouraged that the course structure is relevant to progress for the higher levels. The above data is presented in a 3-D Bar Diagram below.

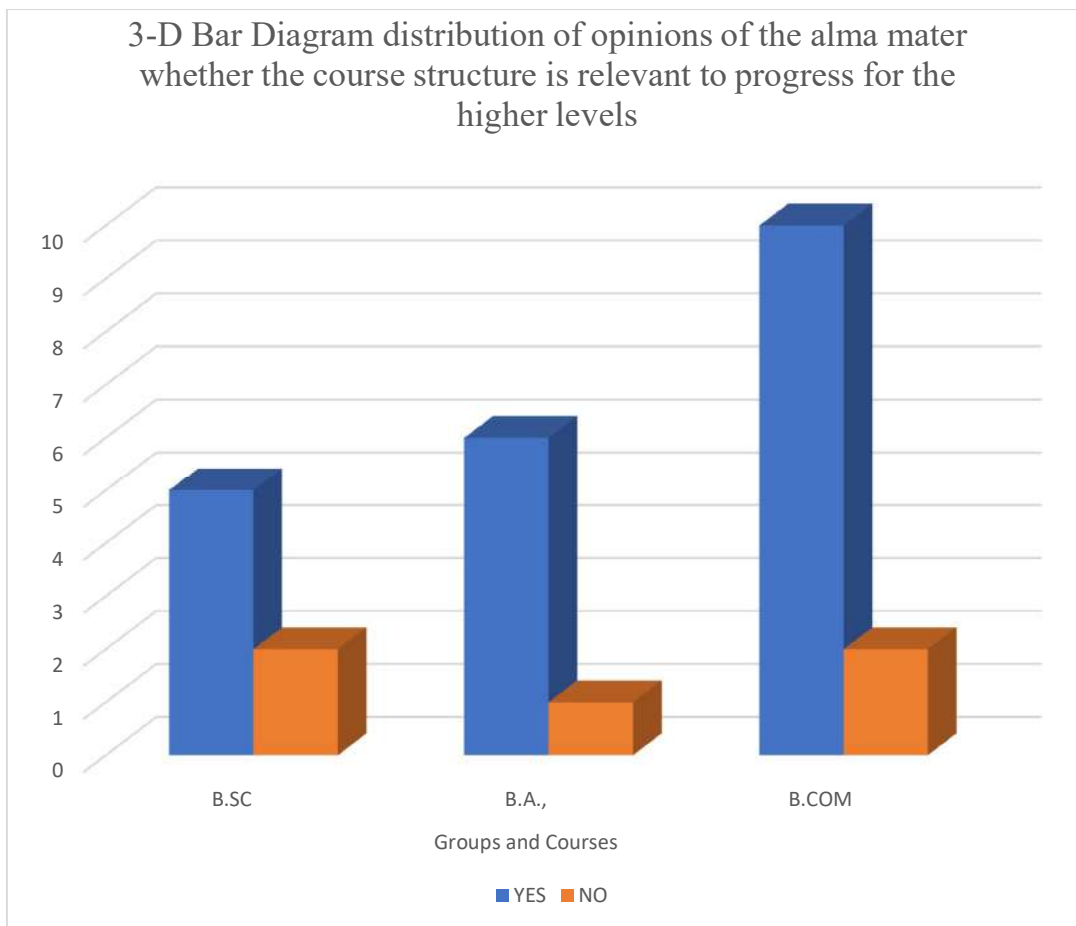


Table.13

Distribution of the alma mater whether the course design applicable to real-life situations

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	9	20
NO	2	1	3	6
Total	8	6	12	26

Source: Satisfaction Survey

Table 13 portrays the distribution of opinions of different alma mater of the college and whether the course design applies to real-life situations or not. It is perceptible from the above table that the majority of the alma mater 20 out of 26 of the college has responded that the course design applies to real-life situations and only six discouraged that the course design applies to real-life situations. The above data is presented in a 3-D Bar Diagram below.

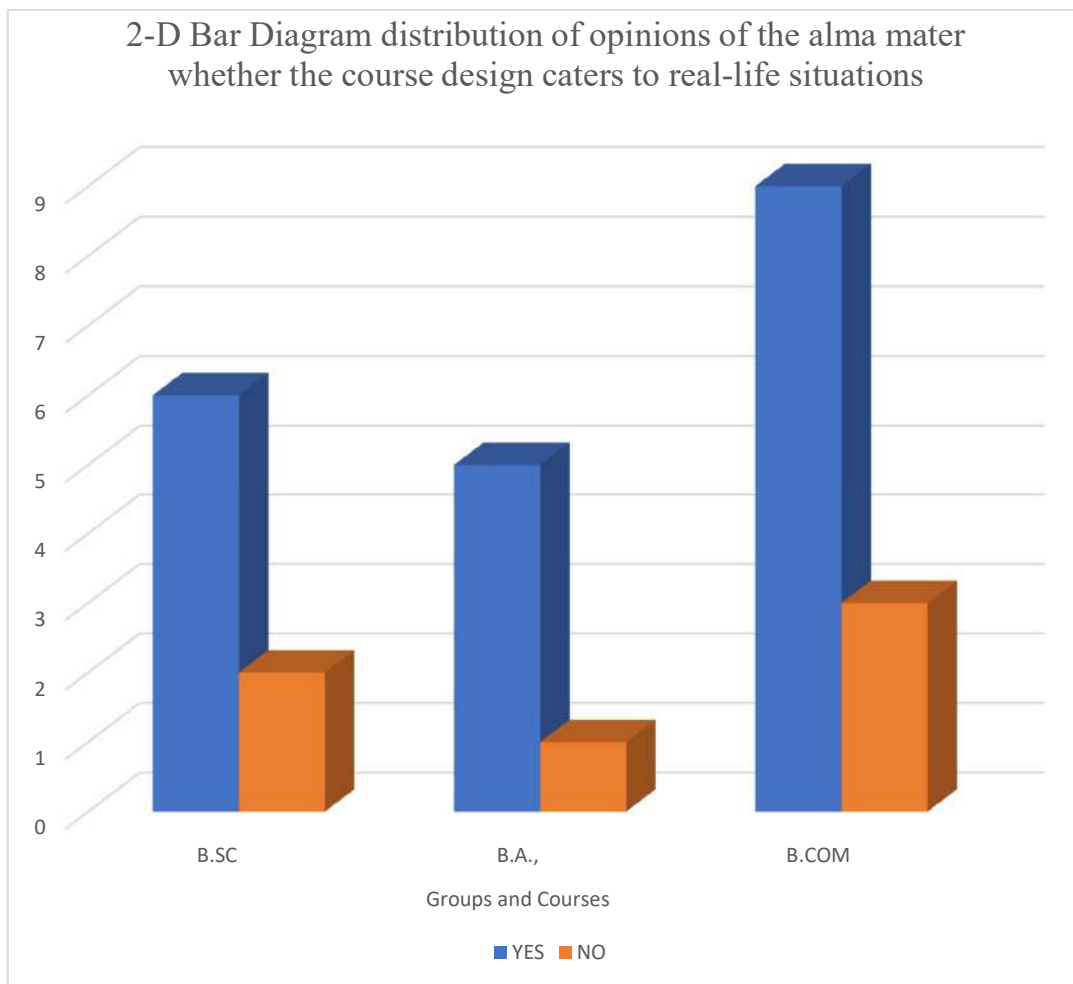


Table.14

Distribution of the alma mater whether the course structure evokes research aptitude

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	8	17
NO	3	2	4	9
Total	7	7	12	26

Source: Satisfaction Survey

Table 14 shows the distribution of opinions of different alma mater of the college on whether the course design caters to real-life situations or not. It is visible from the above table that the majority of the alma mater 17 out of 26 of the college has responded that the course design applies to real-life situations and only nine discouraged that the course design couldn't apply to real-life situations. The above data is presented in a 3-D Bar Diagram below.

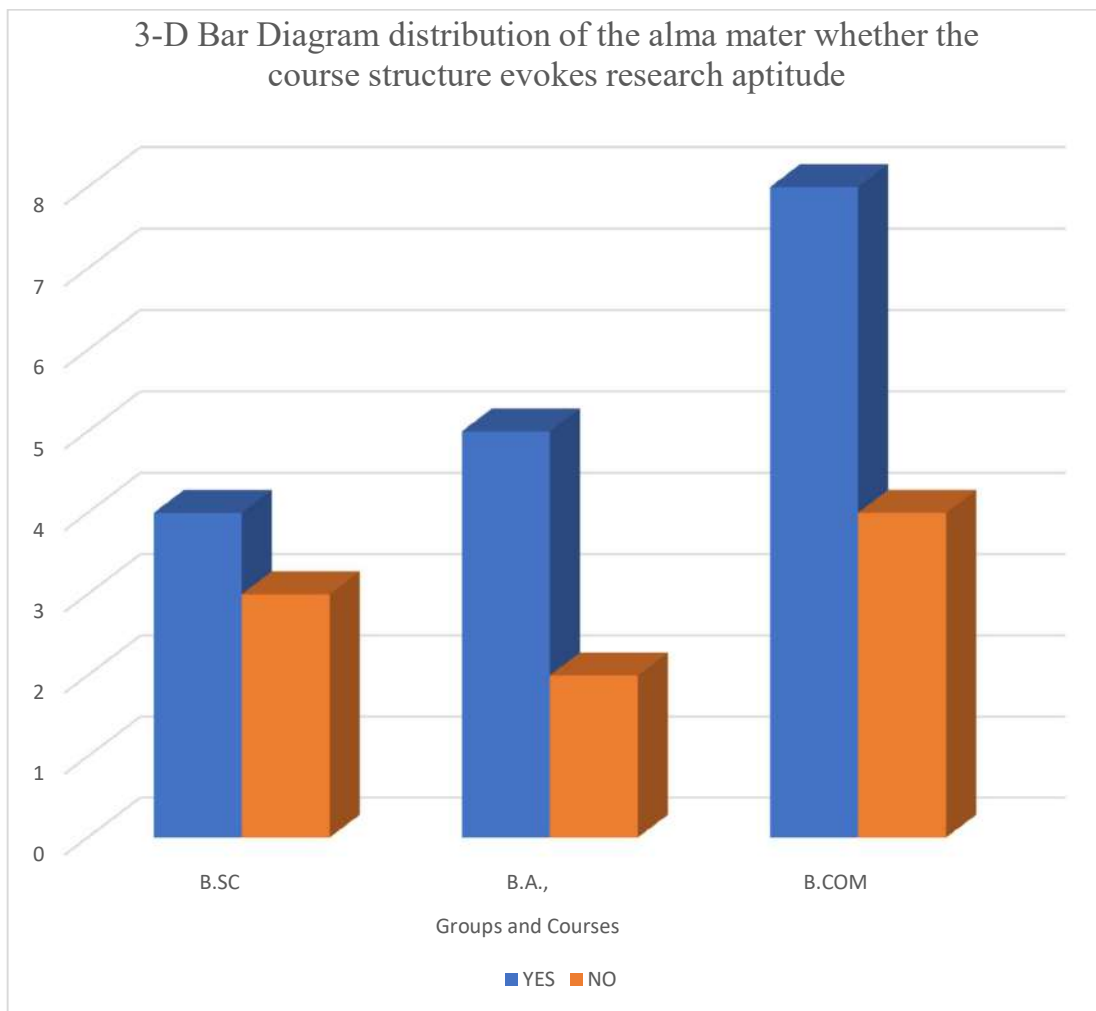


Table.15

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to self-employment

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	10	21
NO	1	2	2	5
Total	7	7	12	26

Source: Satisfaction Survey

Table 15 portrays the distribution of opinions of different alma mater of the college and whether the course structure evokes research aptitude or not. It is obvious from the above table that the majority of the alma 21 out of 26 of the college have responded that the course structure evokes the research aptitude and only five discouraged that the course structure couldn't evoke the research aptitude. The above data is presented in a 3-D Bar Diagram below.

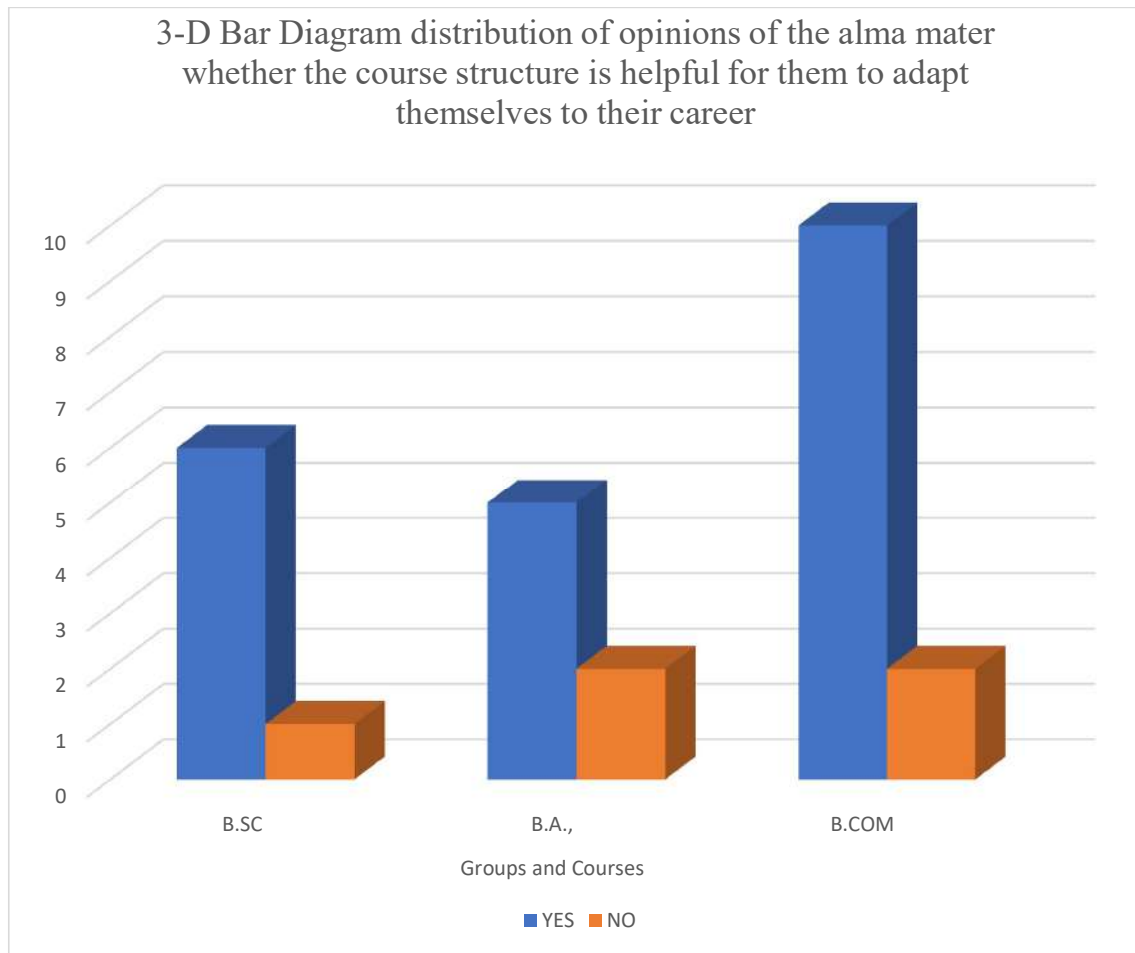


Table.16

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to their career

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	11	20
NO	3	2	1	6
Total	7	7	12	26

Source: Satisfaction Survey

Table 16 reveals the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to their career or not. It is noticeable from the above table that the majority of the alma 20 out of 26 of the college have responded that the course structure was helpful for them to adapt themselves to their career and only six discoursed that the course structure wasn't helpful for them to adapt themselves to their career. The above data is presented in a 3-D Bar Diagram below.

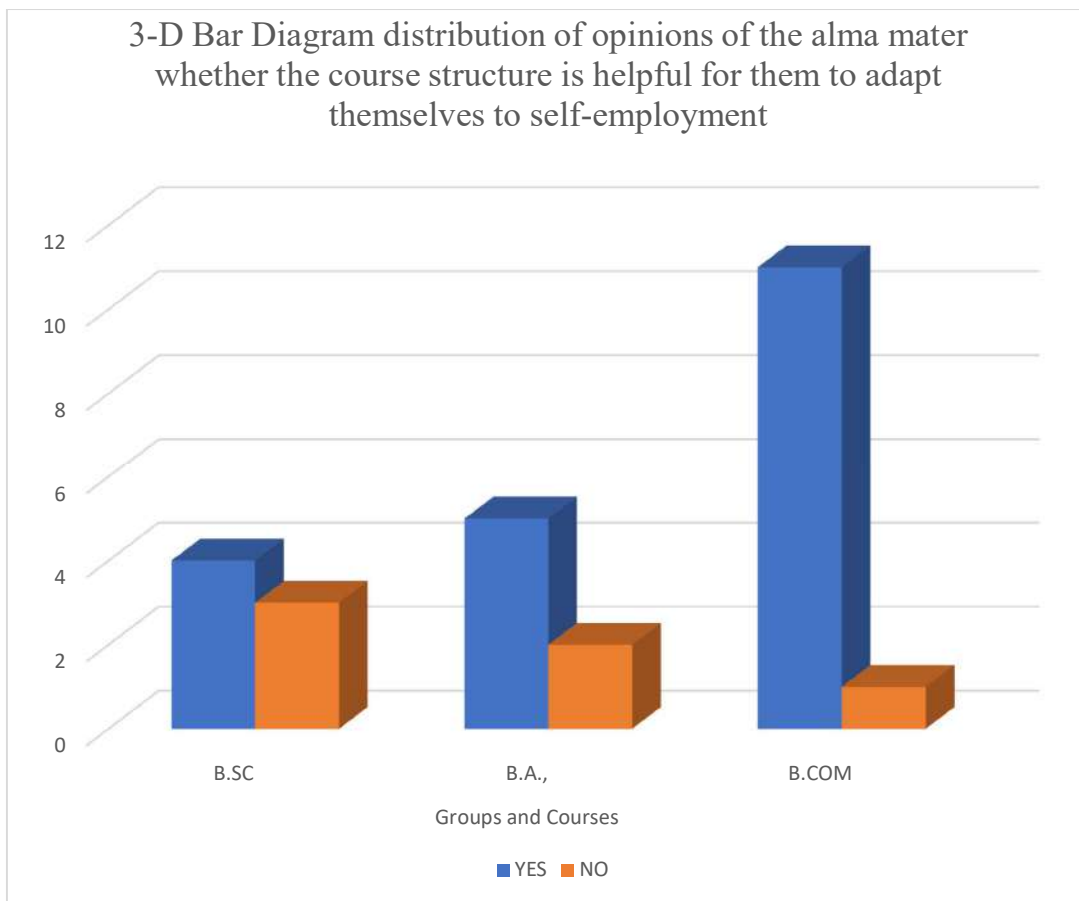


Table.17

Distribution of perceptions of parents on whether they are satisfied with the course and group that their ward was studying

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 17 represents the distribution of perceptions of parents of the students of the college on whether they are satisfied with the course and group that their wards were studying or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they were satisfied with the course and group that their wards were studying and only eight discouraged that they were not satisfied with the course and group that their wards were studying. The above data is presented in a 2-D Bar Diagram below.

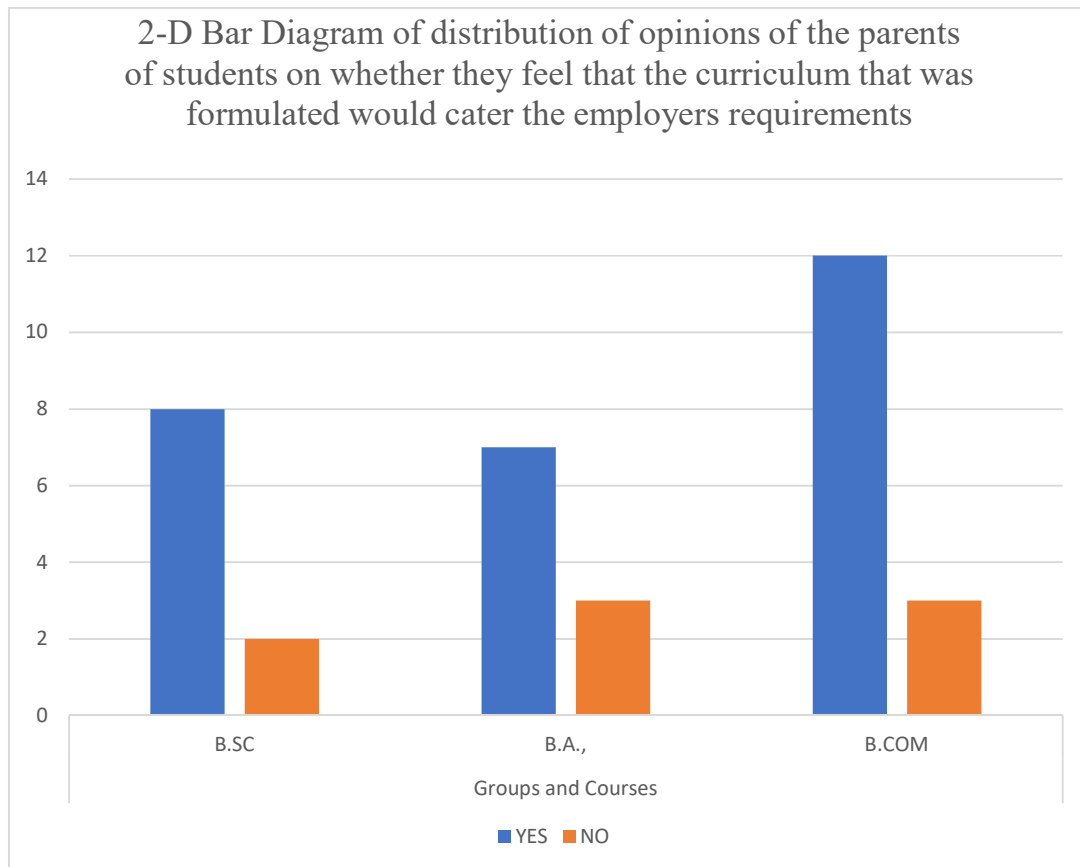


Table.18

Distribution of perceptions of parents on whether they feel that the curriculum that was formulated would cater to the employer's requirements

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	11	24
NO	3	4	4	11
Total	10	10	15	35

Source: Satisfaction Survey

Table 18 characterizes the distribution of perceptions of parents of the students of the college on whether they feel that the curriculum that was formulated would cater to the employer's requirements or not. It is visible from the above table that the majority of the parents of the students of the college 24 out of 35 have responded that they feel that the curriculum that was formulated would cater to the employer's requirements and only eleven discouraged that they feel that the curriculum that was formulated wouldn't cater the employer's requirements. The above data is presented in a 2-D Bar Diagram below.

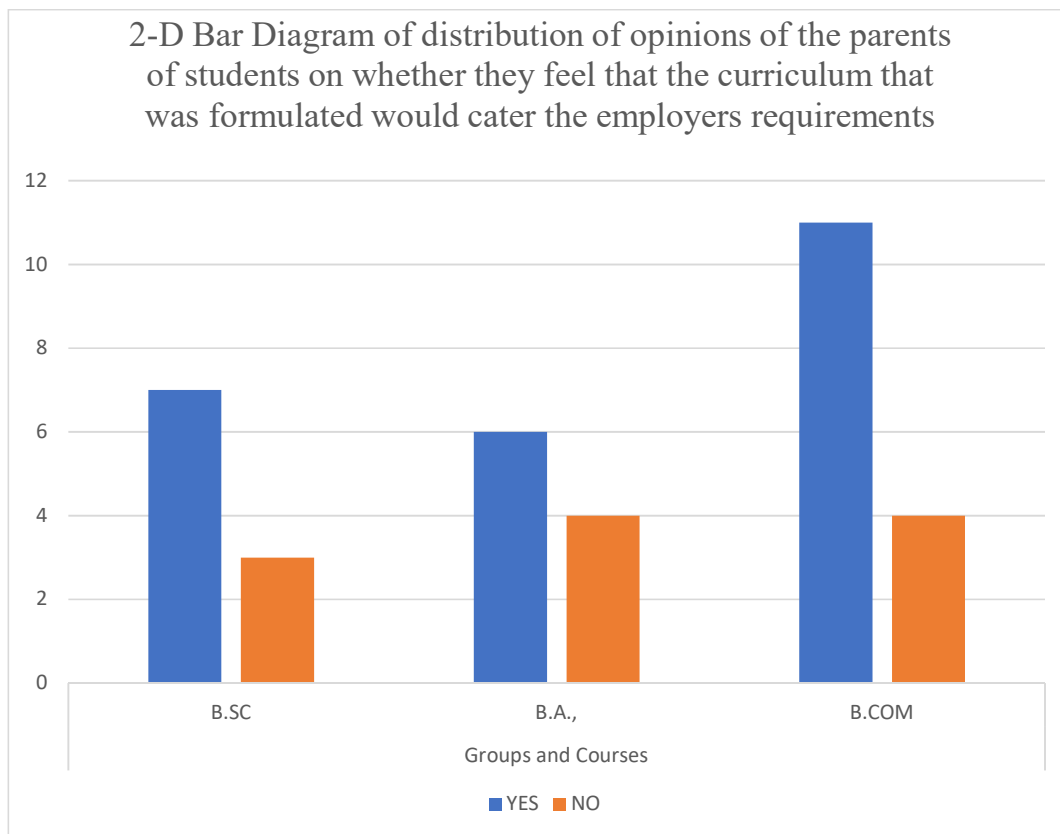


Table.19

Distribution of perceptions of parents on whether they think that the curriculum helps their ward to develop professional skills

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	9	8	13	30
NO	1	2	2	5
Total	10	10	15	35

Source: Satisfaction Survey

Table 19 represents the distribution of perceptions of parents of the students of the college on whether they think that the curriculum helps their ward to develop professional skills or not. It is visible from the above table that the majority of the parents of the students of the college 30 out of 35 have responded that they think that the curriculum helps their ward to develop professional skills and only five discouraged that they think that the curriculum couldn't help their ward to develop the professional skills. The above data is presented in a 2-D Bar Diagram below.

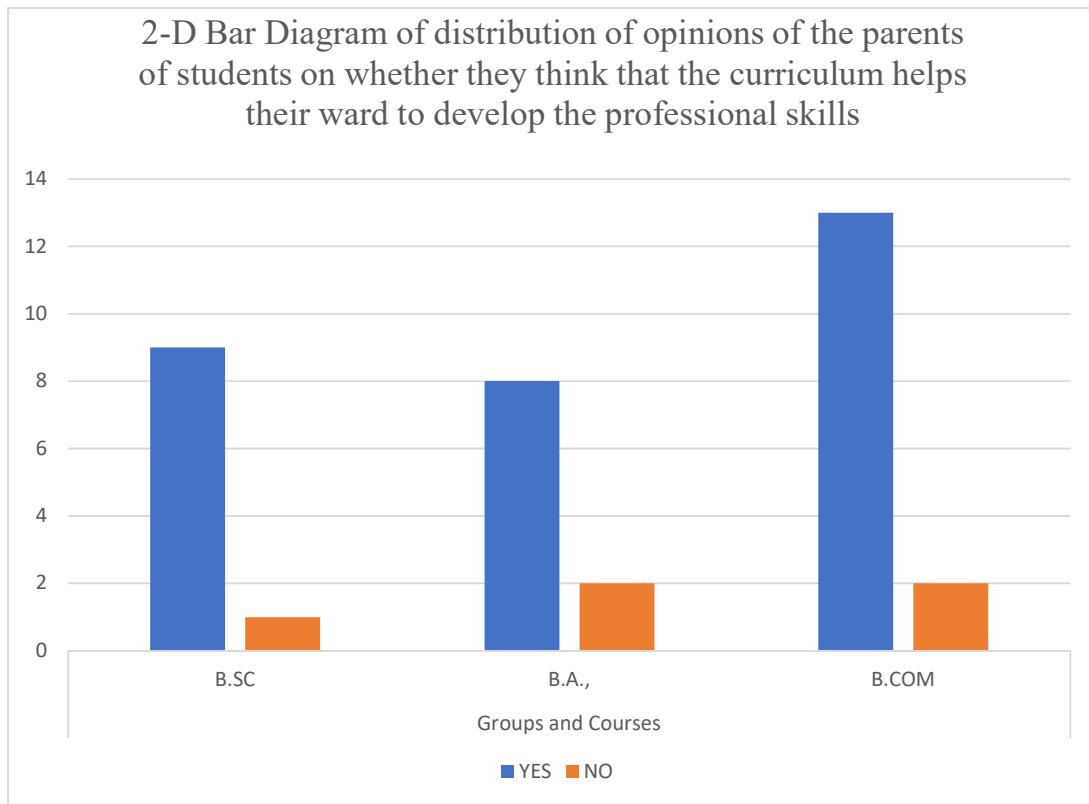


Table.20

Distribution of perceptions of parents on whether they appoint that the curriculum would help in the all-round development of their ward

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 20 represents the distribution of perceptions of parents of the students of the college on whether they believe that the curriculum would help in the all-round development of their ward or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they appoint that the curriculum would help in the all-round development of their ward and only eight discouraged that they wouldn't accept that the curriculum would help in the all-round development of their ward. The above data is presented in a 2-D Bar Diagram below.

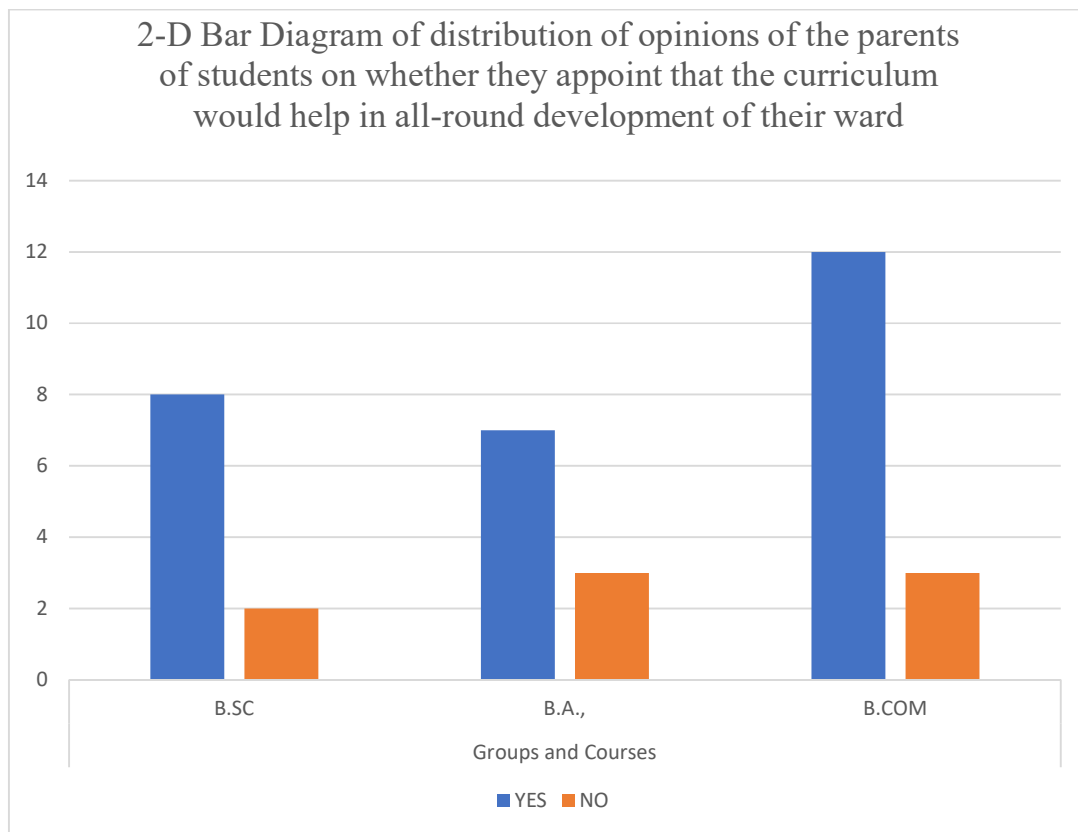


Table.21

Distribution of perceptions of parents on whether they would like to add any topic to the existing curriculum

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	8	7	12	27
NO	2	3	3	8
Total	10	10	15	35

Source: Satisfaction Survey

Table 21 represents the distribution of perceptions of parents of the students of the college on whether they would like to add a topic to the existing curriculum or not. It is visible from the above table that the majority of the parents of the students of the college 27 out of 35 have responded that they would like to add a topic to the existing curriculum and only eight discussed that they wouldn't like to add a topic to the existing curriculum. The above data is presented in a 2-D Bar Diagram below.

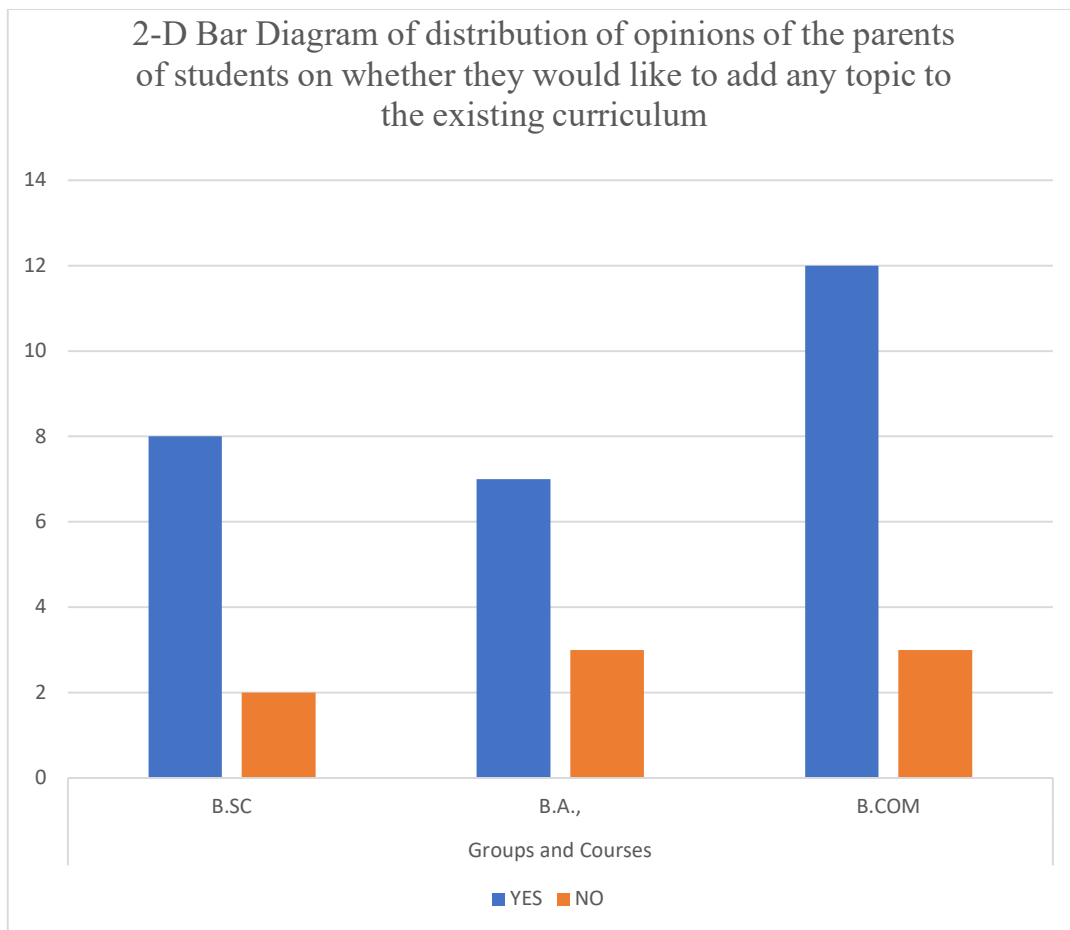


Table.22

Distribution of opinions of employers on technical skills for employability

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	3	4	5	3	15
NEED TO IMPROVE	1	1	1	0	3
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 22 characterizes the distribution of opinions of the employers on the technical skills for employability. It is evident from the above table that the majority of the employers 15 out of 18 have responded that the technical skills for employability were satisfactory and only three suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

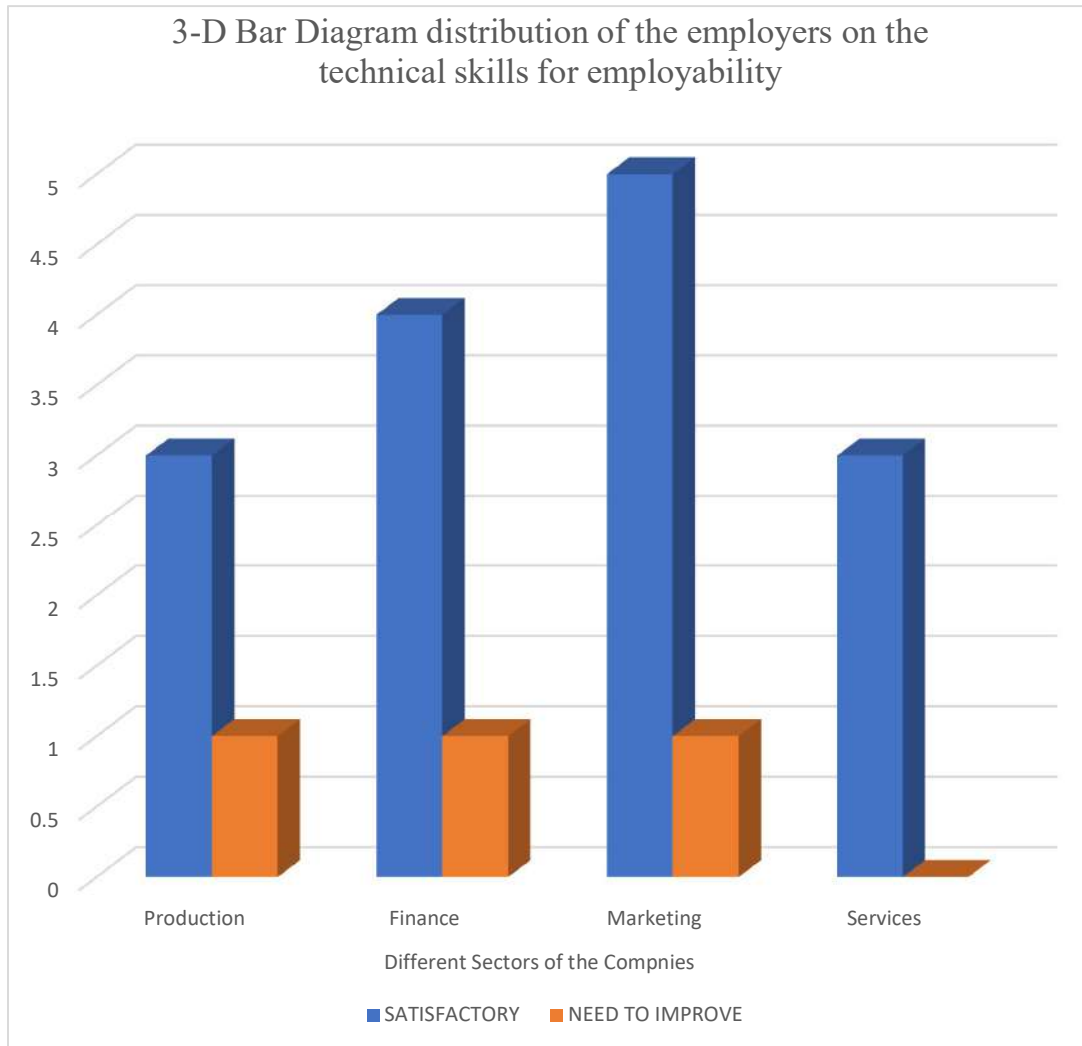


Table.23

Distribution of opinions of employers on the sufficiency of theoretical background and practical applications

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	2	5	4	3	14
NEED TO IMPROVE	2	0	2	0	4
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 23 characterizes the distribution of opinions of the employers on the sufficiency of theoretical background and practical applications. It is evident from the above table that the majority of the employers 14 out of 18 have responded that the sufficiency of theoretical background and practical applications were satisfactory and four suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

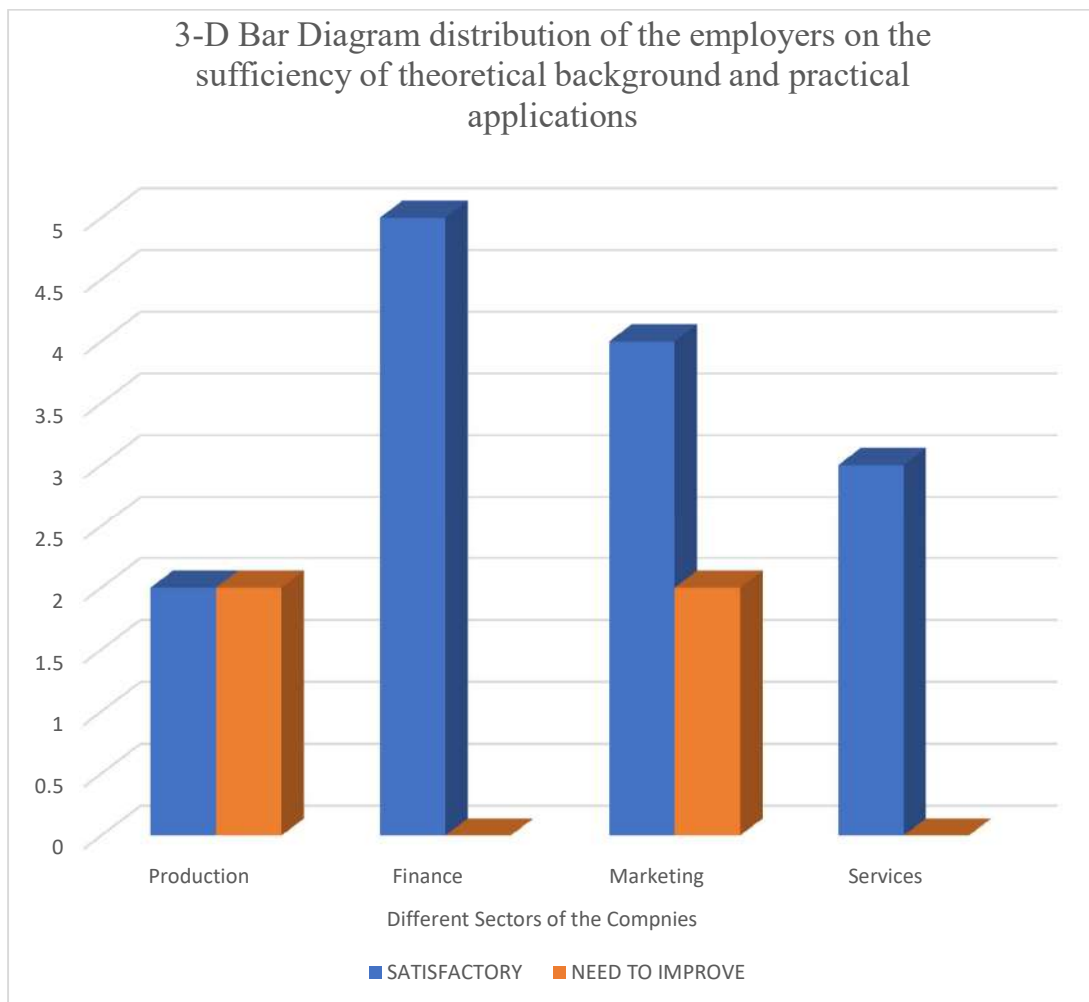


Table.24

Distribution of opinions of employers on creativity and innovation

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	1	5	5	2	13
NEED TO IMPROVE	3	0	1	1	5
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 24 characterizes the distribution of opinions of employers on creativity and innovations. It is evident from the above table that the majority of the employers 13 out of 18 have responded that the creativity and innovations were satisfactory and five suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

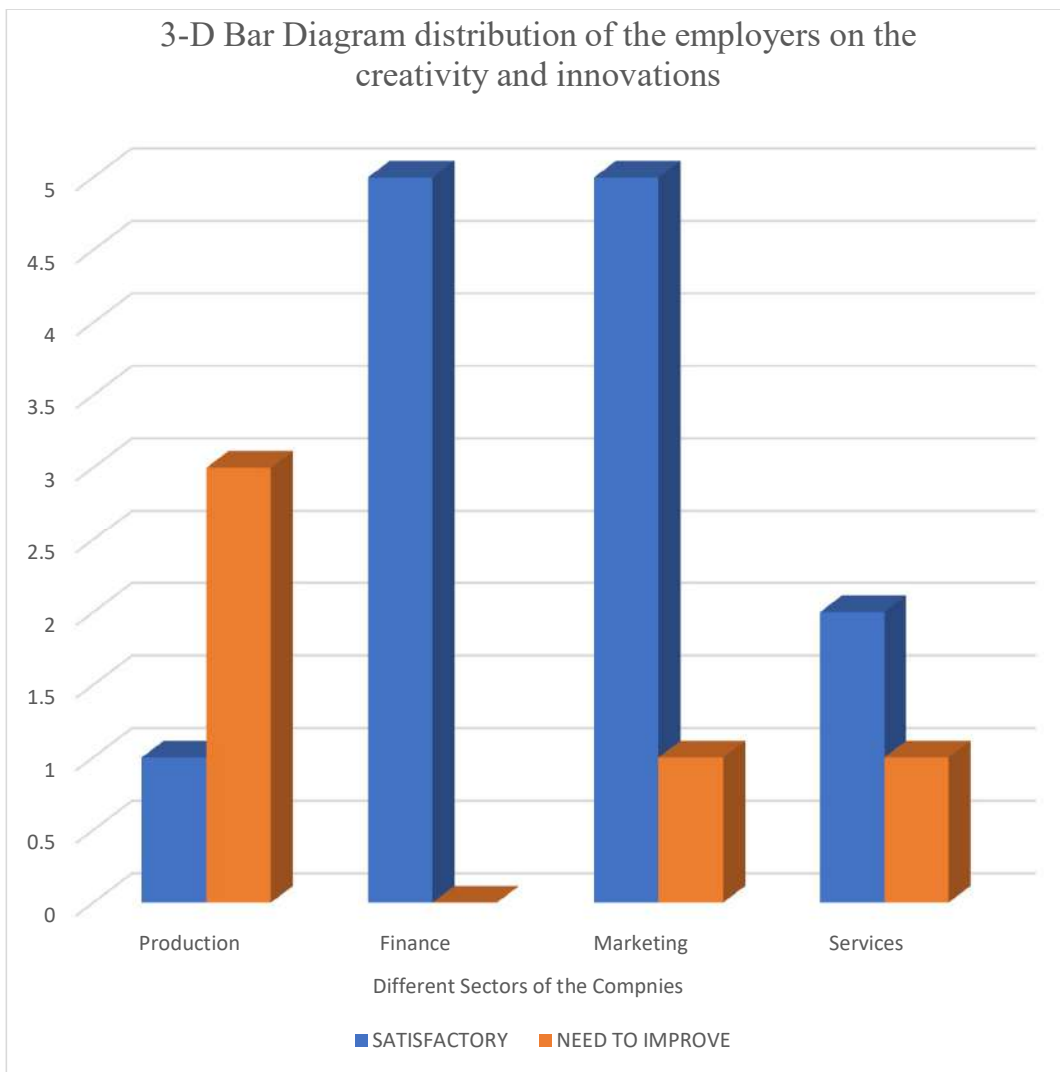


Table.25

Distribution of opinions of employers on the relevance of course content

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	0	5	5	3	13
NEED TO IMPROVE	4	0	1	0	5
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 25 characterizes the distribution of opinions of employers on the relevance of course content. It is evident from the above table that the majority of the employers 13 out of 18 have responded that the relevance of course content was satisfactory and five suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

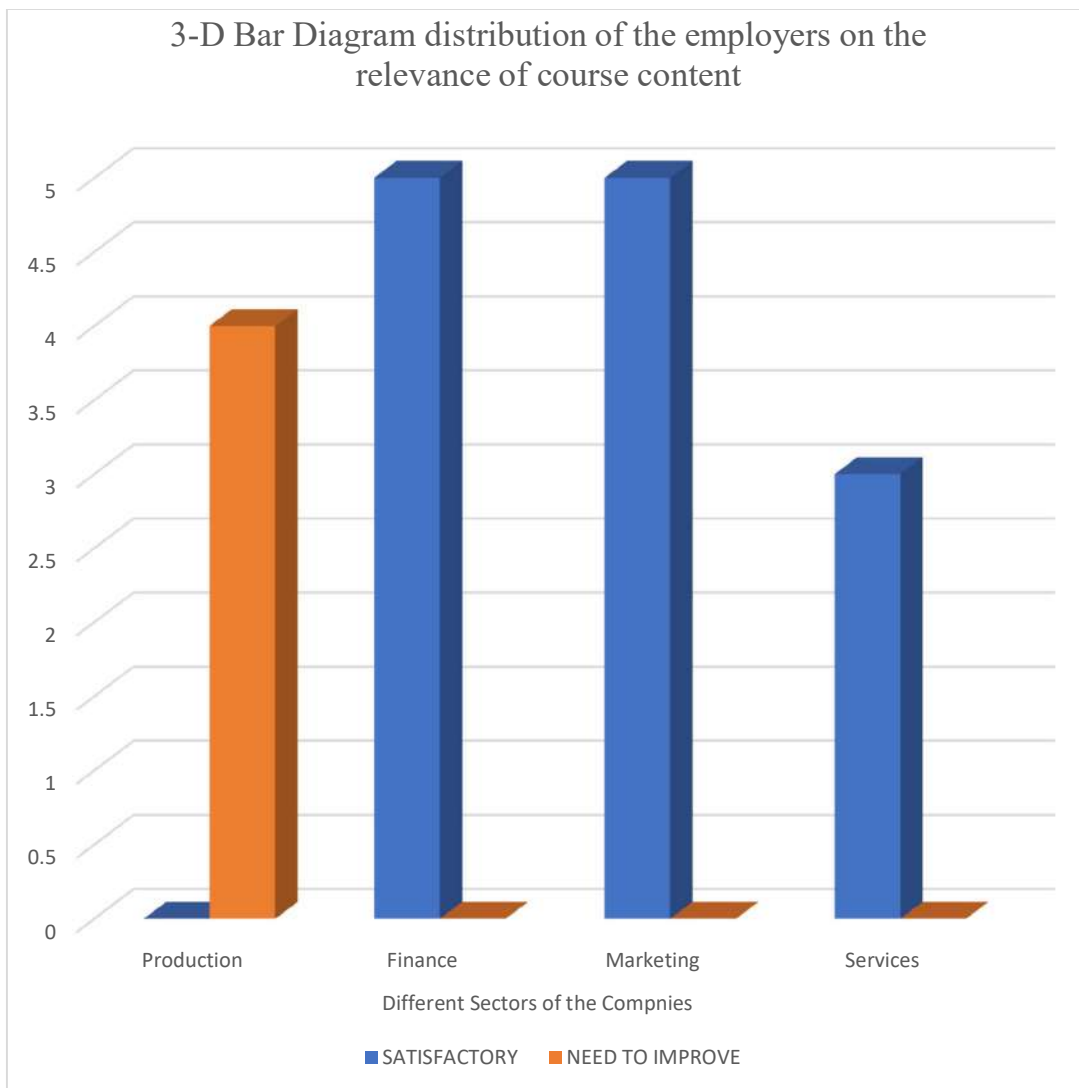


Table.26

Distribution of opinions of employers on soft skills and communication skills

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	3	4	5	2	14
NEED TO IMPROVE	1	1	1	1	4
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 26 exemplifies the distribution of opinions of employers on soft skills and communication skills. It is evident from the above table that the majority of the employers 14 out of 18 have responded that the soft skills and communication skills and four suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

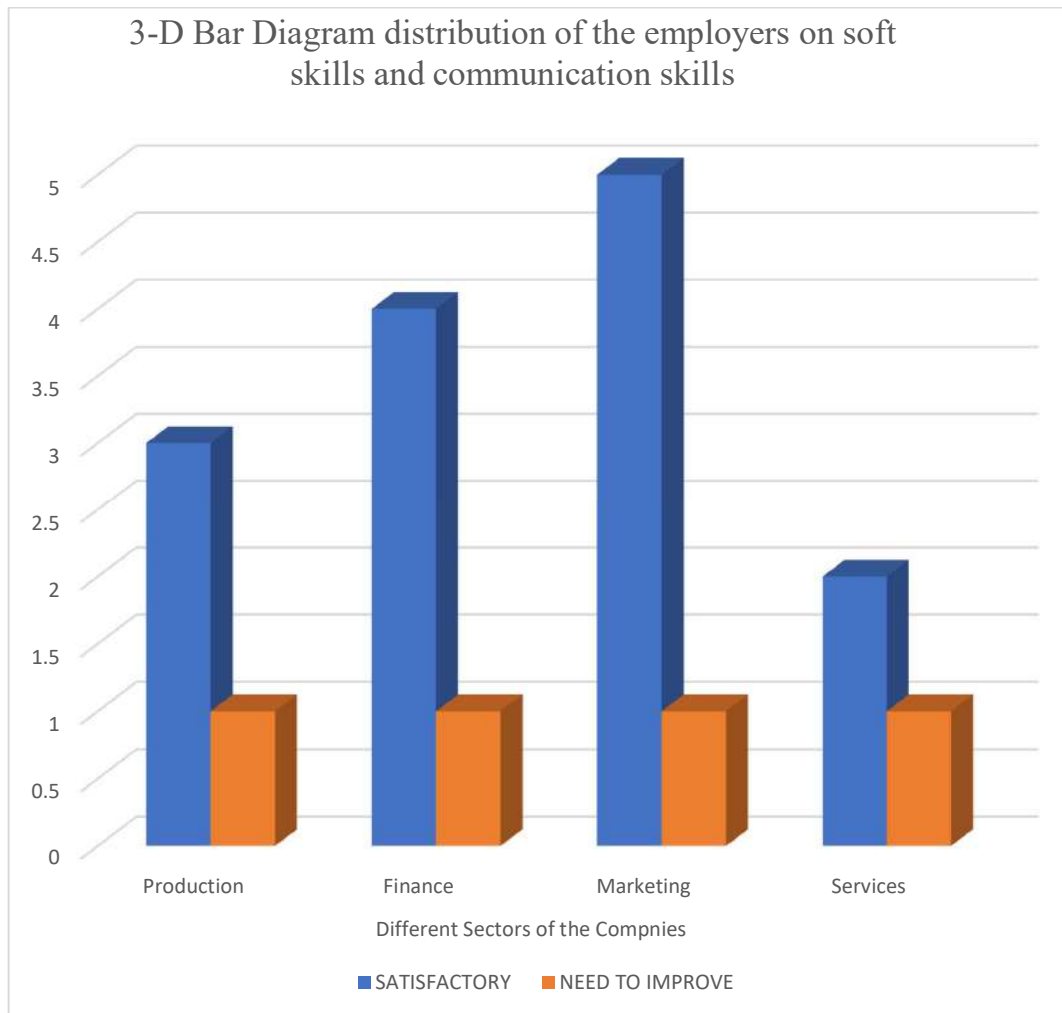


Table.27

Distribution of perceptions of teachers on the course structure is in line with Programme Outcomes in general and programme-specific

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	2	1	1	4
STRONGLY AGREE	3	2	2	7
Total	6	4	3	13

Source: Satisfaction Survey

Table 27 describes the distribution of perceptions of teachers on the course structure in line with the programme outcomes in general and programme-specific. It is evident from the above table that the majority of the teachers seven out of 13 perceived that they strongly agree that the course structure is in line with programme outcomes in general and programme specific, followed by four teachers perceived that they agree that the course structure is in line with programme outcomes in general and programme specific, in addition to that two teachers perceived that they are neutral on the course structure is in line with programme outcomes in general and programme specific and no teacher were perceived that they disagree and/or strongly disagree that the course structure is in line with programme outcomes in general and programme specific. The above data is presented in a 2-D Bar Diagram below.

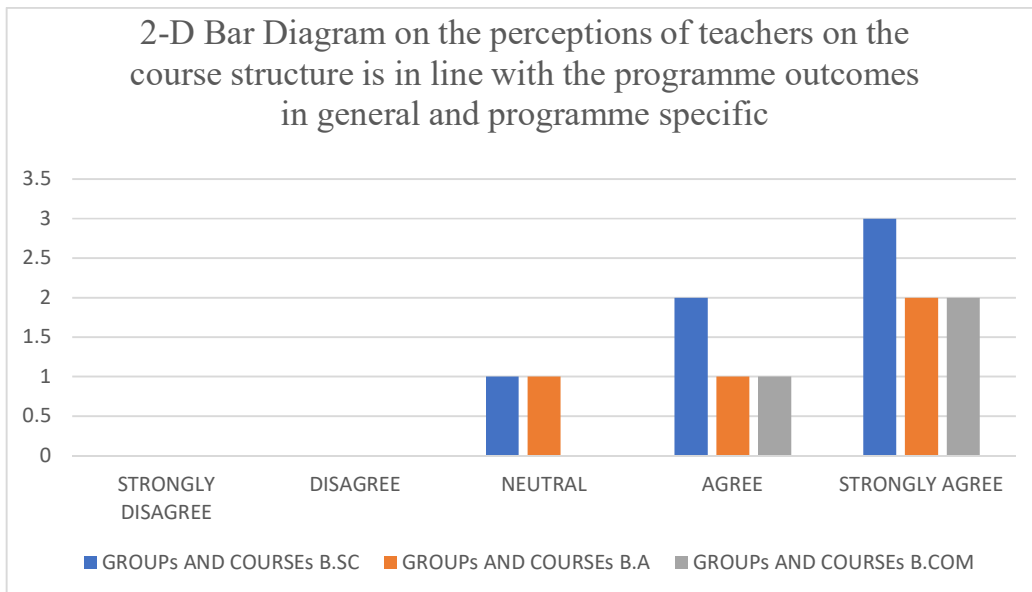


Table.28

Distribution of perceptions of teachers on the course content is relevant to course outcomes

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	0	1
AGREE	1	1	0	2
STRONGLY AGREE	4	3	3	10
Total	6	4	3	13

Source: Satisfaction Survey

Table 28 depicts the distribution of perceptions of teachers on the course content relevant to course outcomes. It is evident from the above table that the majority of the teachers ten out of 13 perceived that they strongly agree that the course content is relevant to course outcomes, followed by two teachers who perceived that they agree that the course content is relevant to course outcomes, in addition to that one teacher perceived that he/she is neutral on the course content relevant to course outcomes and no teacher were perceived that they disagree and/or strongly disagree that the course content relevant to course outcomes. The above data is presented in a 2-D Bar Diagram below.

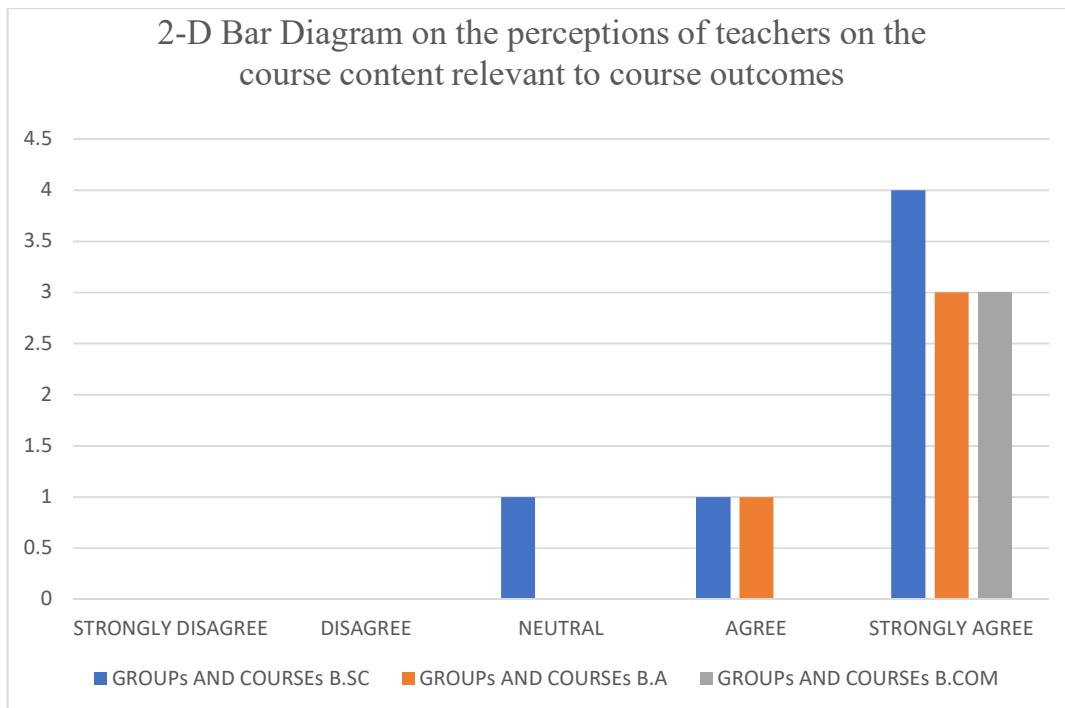


Table.29

Distribution of perceptions of teachers on the course content matches the needs of all levels of learners

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	0	1
AGREE	2	2	1	5
STRONGLY AGREE	3	2	2	7
Total	6	4	3	13

Source: Satisfaction Survey

Table 29 shows the distribution of perceptions of teachers on the course content that matches the needs of all levels of learners. It is evident from the above table that the majority of the teachers seven out of 13 perceived that they strongly agree that the course content matches the needs of all levels of learners, followed by five teachers perceived that they agree that the course content matches the needs of all levels of learners, in addition to that only one teacher perceived that he/she is neutral on the course content matches the needs of all levels of learners and no teacher was perceived that they disagree and/or strongly disagree that the course content matches the needs of all levels of learners. The above data is presented in a 2-D Bar Diagram below.

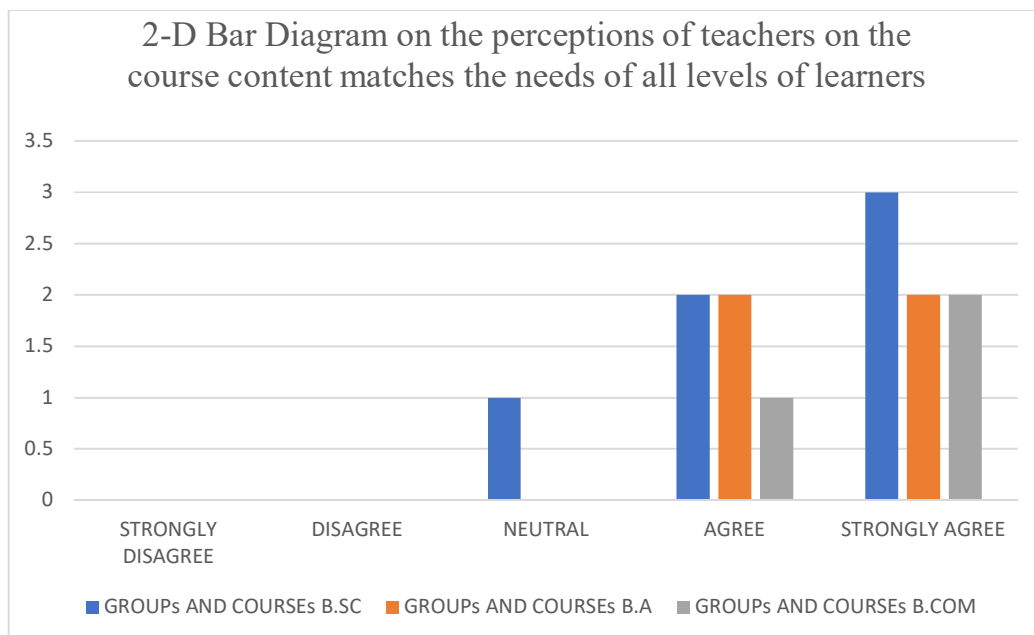


Table.30

Distribution of perceptions of teachers on the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	1	0	1
AGREE	2	2	1	5
STRONGLY AGREE	4	1	2	7
Total	6	4	3	13

Source: Satisfaction Survey

Table 30 reveals the distribution of perceptions of teachers on the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. It is evident from the above table that the majority of the teachers seven out of 13 perceived that they strongly agree with the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, followed by five teachers perceived that they agree that the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, only one teacher perceived that he/she is neutral and no teacher was perceived that they disagree and/or strongly disagree that the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. The above data is presented in a 2-D Bar Diagram below.

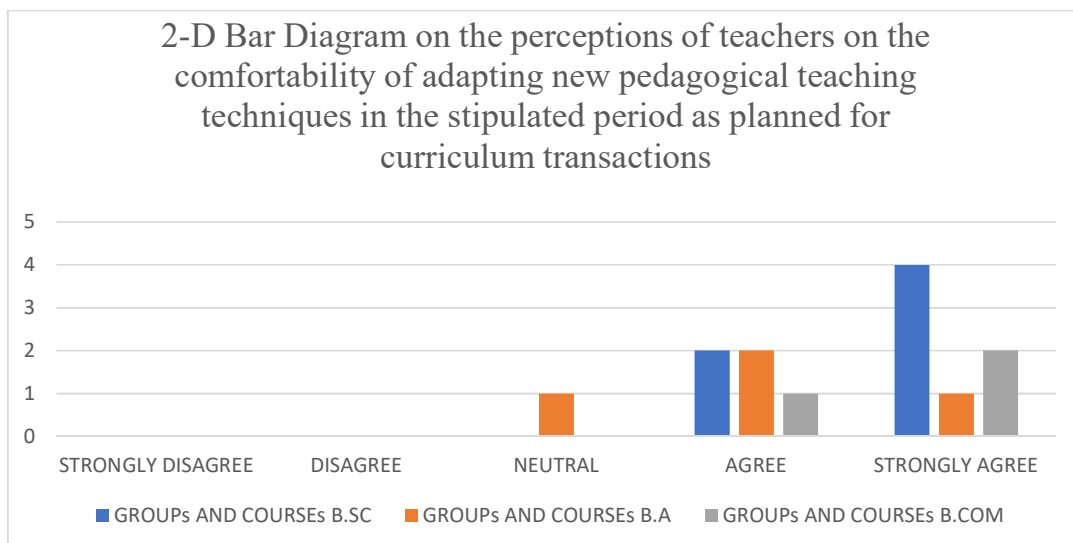


Table.31

Distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	2	2	0	4
STRONGLY AGREE	3	2	2	7
Total	6	4	3	13

Source: Satisfaction Survey

Table 31 characterises the distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college. It is evident from the above table that the majority of the teachers seven out of 13 perceived that they strongly agree with the facilitation of ICT-based teaching by the college, followed by four teachers perceived that they agree that the facilitation of ICT-based teaching by the college, two teachers perceived that they are neutral and no teacher was perceived that they are neutral/disagree/strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

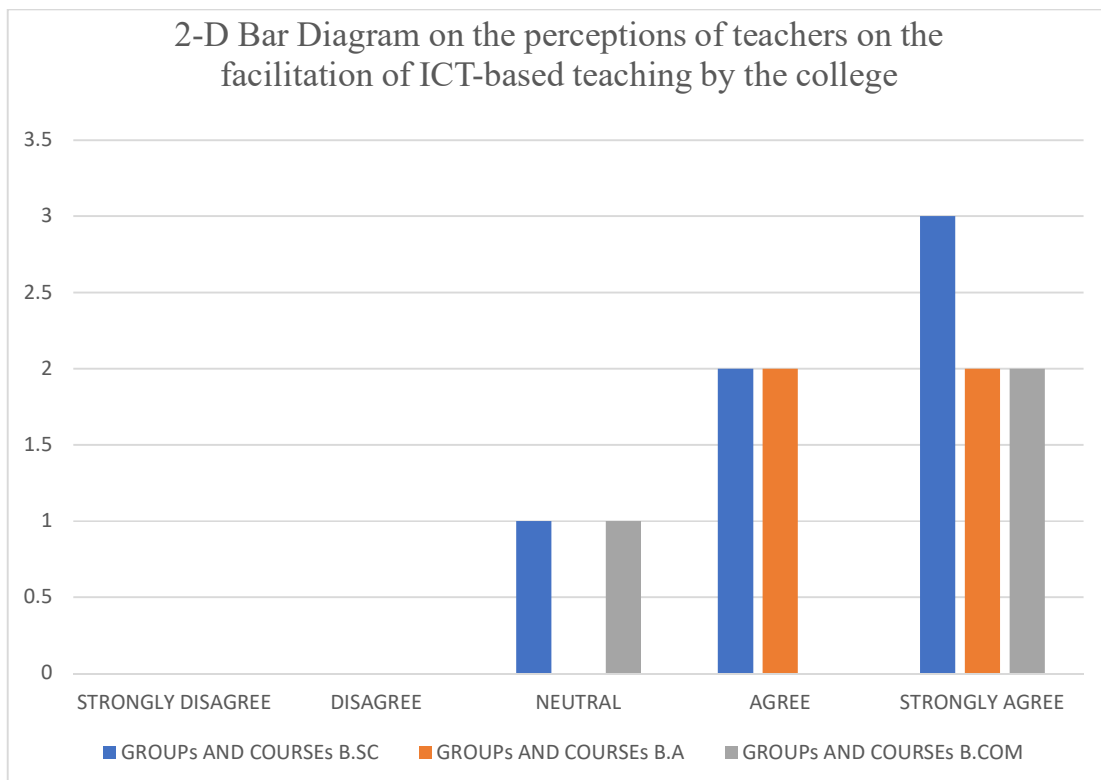


Table.32

Distribution of perceptions of teachers on whether the internal assessment is beneficial and enhances the learning levels of student

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	1	1	4
STRONGLY AGREE	4	3	2	9
Total	6	4	3	13

Source: Satisfaction Survey

Table 32 explains the distribution of perceptions of teachers on the internal assessment is beneficial and enhances the learning levels of students. It is evident from the above table that the majority of the teachers nine out of 13 perceived that they strongly agree that the internal assessment is beneficial and enhances the learning levels of students, followed by four teachers perceived that they agree that the internal assessment is beneficial and enhances the learning levels of student and no teacher was perceived that they are neutral/disagree/strongly disagree on the internal assessment is beneficial and enhances the learning levels of students. The above data is presented in a 2-D Bar Diagram below.

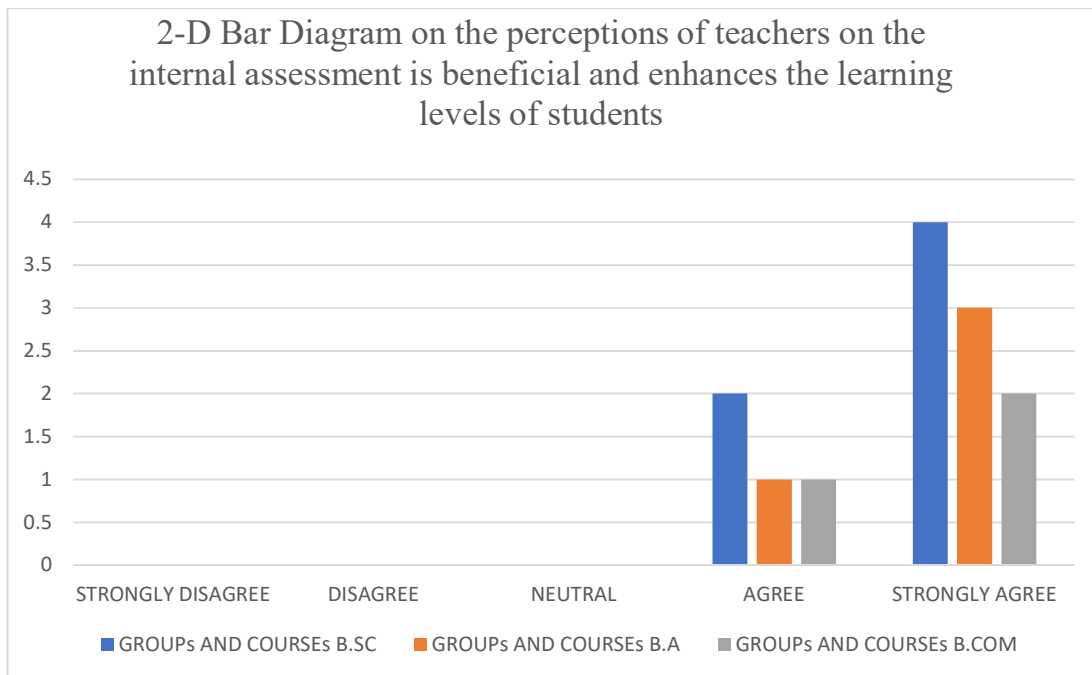


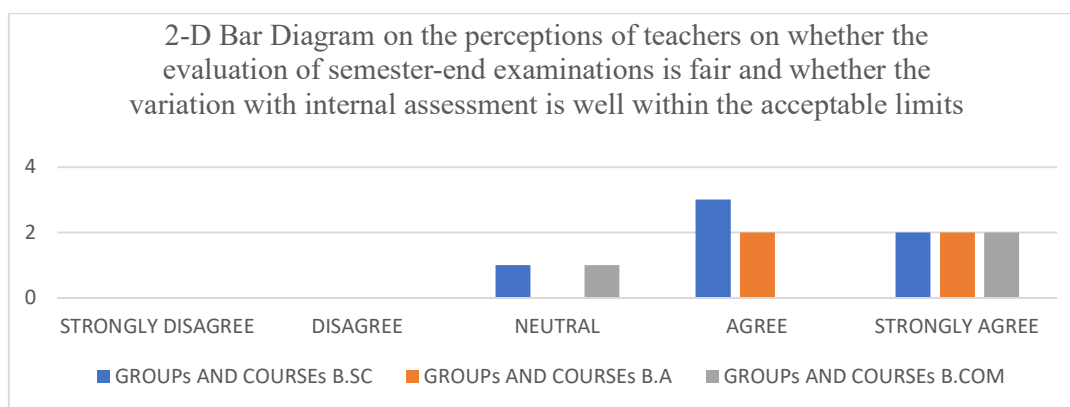
Table.33

Distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and the variation with internal assessment is well within the acceptable limits

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	0	1	2
AGREE	3	2	0	5
STRONGLY AGREE	2	2	2	6
Total	6	4	3	13

Source: Satisfaction Survey

Table 33 describes the distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. It is evident from the above table that the majority of the teachers six out of 13 perceived they strongly agreed whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, followed by five teachers who perceived that they agree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, in addition to that two teachers perceived that they are neutral on the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits and no teacher was perceived that they disagree and/or strongly disagree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. The above data is presented in a 2-D Bar Diagram below.





A handwritten signature in blue ink, appearing to be "S. J. S. S.", written in a cursive style.

PRINCIPAL
STSN GOVERNMENT DEGREE COLLEGE
KADIRI-515 591

Report on Feedback of Students, Alumni, Parents, and Employers for the AY 2018-19

Table.1

Distribution of opinions of students of the college on the relevance of course structure to the course objectives

RATING	GROUPs AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	1	1	0	1	0	4
AVERAGE	0	0	1	1	1	0	0	1	1	5
GOOD	2	2	1	2	2	2	0	2	4	17
VERY GOOD	3	5	6	5	7	8	4	7	10	55
EXCELLENT	5	7	9	8	10	11	7	10	15	82
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 1 depicts the distribution of opinions of different students of the college from various groups over three years on the relevance of the course structure to the course objectives. It is obvious from the above table that the majority of the students 82 out of 163 opined that the relevance of the course structure to the course objectives is excellent, followed by 55 students who opined that the relevance of the course structure to the course objectives is very good, 17 students perceived that the relevance of the course structure to the course objectives is good, five students felt that the relevance of the course structure to the course objectives is average and very fewer students four out of 163 expressed their opinion that the relevance of the course structure to the course objectives is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

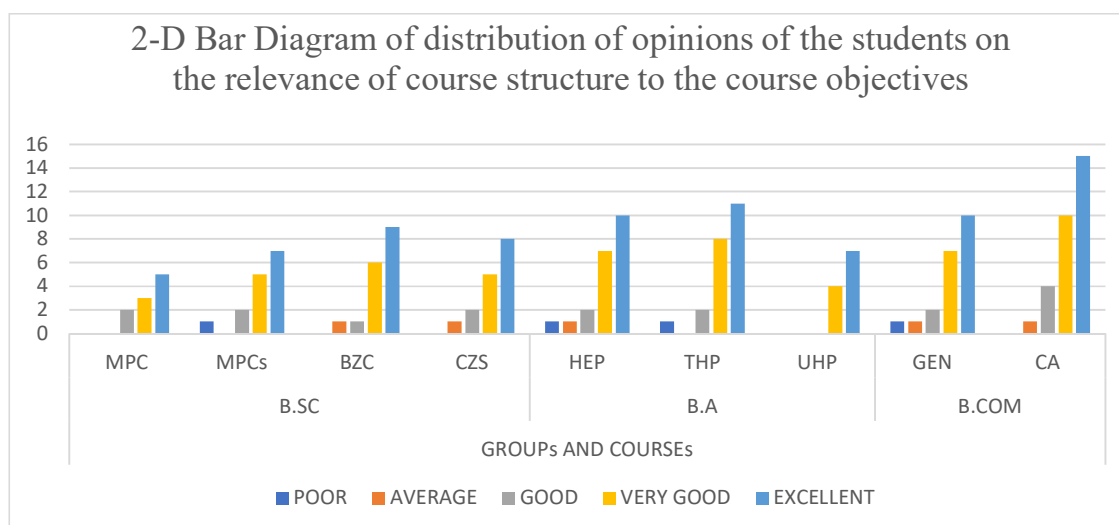


Table.2

Distribution of opinions of students of the college on the scope for skill development/employability/entrepreneurship in the course offered

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	0	0	0	0	0	1
AVERAGE	0	1	0	1	0	1	0	1	1	5
GOOD	2	1	2	1	2	1	0	1	2	12
VERY GOOD	3	4	5	5	7	7	3	5	9	48
EXCELLENT	5	8	10	9	12	13	8	14	18	97
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 2 depicts the distribution of perceptions of different students of the college from various groups over three years on the scope for skill development/employability/entrepreneurship in the course offered. It is obvious from the above table that the majority of the students 97 out of 163 opined that the scope for skill development/employability/entrepreneurship in the course offered is excellent, following that 48 discussed that the scope for skill development/employability/entrepreneurship in the course offered is very good, 12 students perceived that the scope for skill development/employability/entrepreneurship in the course offered is good, four students felt that the scope for skill development/employability/entrepreneurship in the course offered is average and only student out of 163 expressed their opinion that the scope for skill development/employability/entrepreneurship in the course offered is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

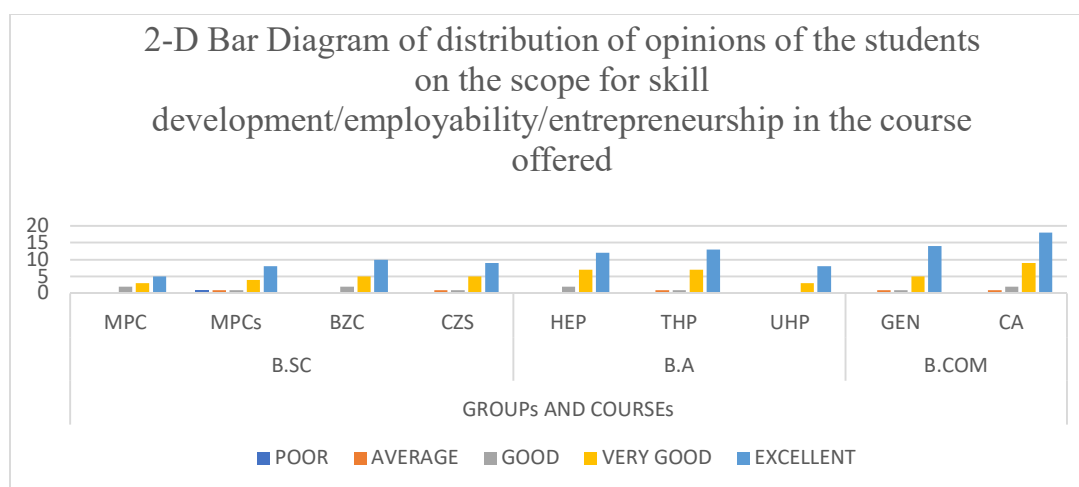


Table.3

Distribution of opinions of students of the college on the research orientation in the course design

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	1	1	1	1	1	1	1	1	1	9
AVERAGE	1	1	1	1	1	1	1	1	2	10
GOOD	1	2	1	2	4	2	1	2	4	19
VERY GOOD	2	4	4	5	5	7	3	7	8	45
EXCELLENT	5	7	10	7	10	11	5	10	15	80
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 3 depicts the distribution of opinions of different students of the college from various groups over three years on the research orientation in the course design. It is understandable from the above table that the majority of the students 80 out of 163 opined that the research orientation in the course design is excellent, following 45 discouraged that the research orientation in the course design is very good, 19 students perceived that the research orientation in the course design is good, ten students felt that the research orientation in the course design is average and very fewer students nine out of 163 expressed their opinion that the research orientation in the course design is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

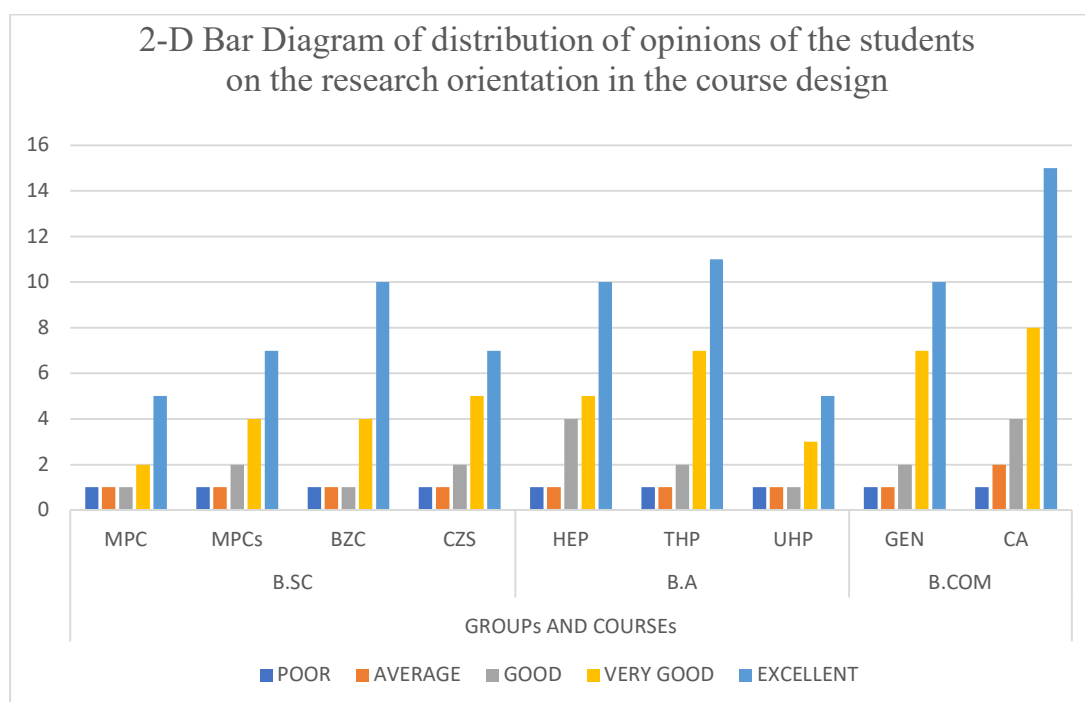


Table.4

Distribution of opinions of students of the college on the structure of the CBCS curriculum

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	1	0	1	1	0	1	1	6
AVERAGE	1	1	1	1	1	2	1	1	1	10
GOOD	1	2	1	1	2	2	1	2	4	16
VERY GOOD	3	5	6	5	8	7	3	5	8	50
EXCELLENT	5	6	8	9	9	10	6	12	16	81
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 4 depicts the distribution of perceptions of different students of the college from various groups over three years on the structure of the CBCS curriculum. It is obvious from the above table that the majority of the students 81 out of 163 opined that the structure of the CBCS curriculum is excellent, following 50 discoursed that the structure of the CBCS curriculum is very good, 16 students perceived that the structure of the CBCS curriculum is good, ten students felt that the structure of the CBCS curriculum is average and very fewer students six out of 163 have expressed their opinion that the structure of the CBCS curriculum is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

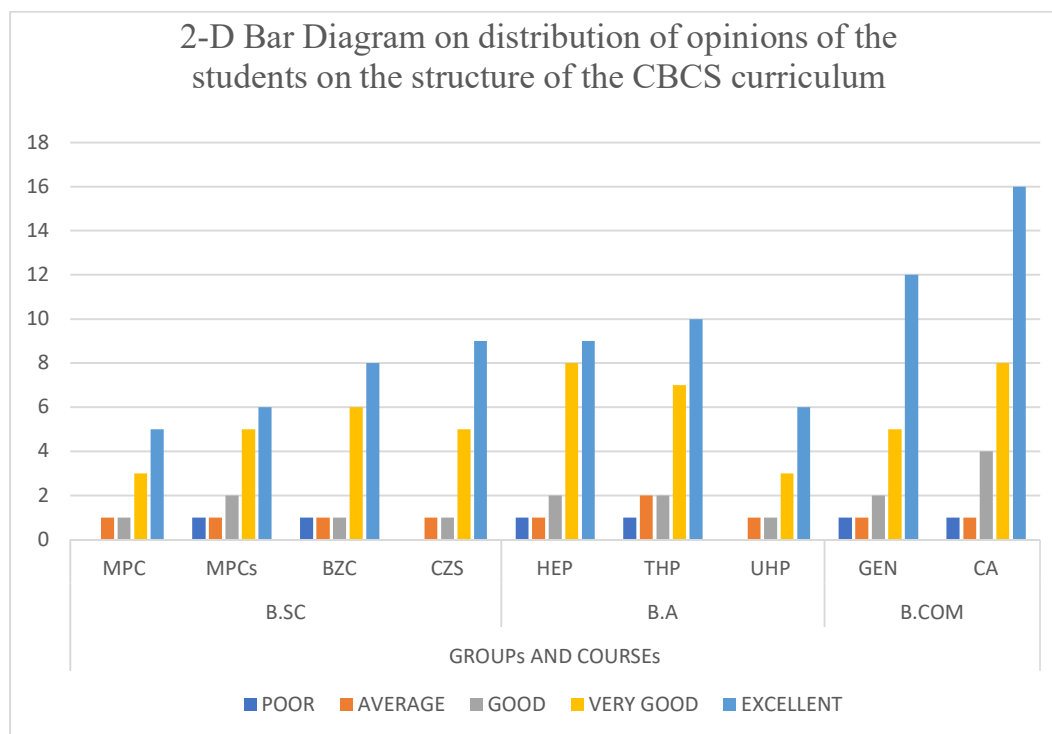


Table.5

Distribution of opinions of students of the college on the pattern of curriculum evaluation

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	1	0	0	0	1	1	0	0	0	3
AVERAGE	0	1	1	1	1	0	1	1	1	7
GOOD	1	2	1	2	2	1	1	2	3	15
VERY GOOD	2	4	5	6	6	8	2	6	9	48
EXCELLENT	6	8	10	7	11	12	7	12	17	90
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 5 depicts the distribution of opinions of different students of the college from various groups over three years on the pattern of curriculum evaluation. It is obvious from the above table that the majority of the students 90 out of 163 opined that the pattern of curriculum evaluation is excellent, following 48 discussed that the pattern of curriculum evaluation is very good, 15 students perceived that the pattern of curriculum evaluation is good, seven students felt that the pattern of curriculum evaluation is average and very fewer students three out of 163 expressed their opinion that the pattern of curriculum evaluation is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

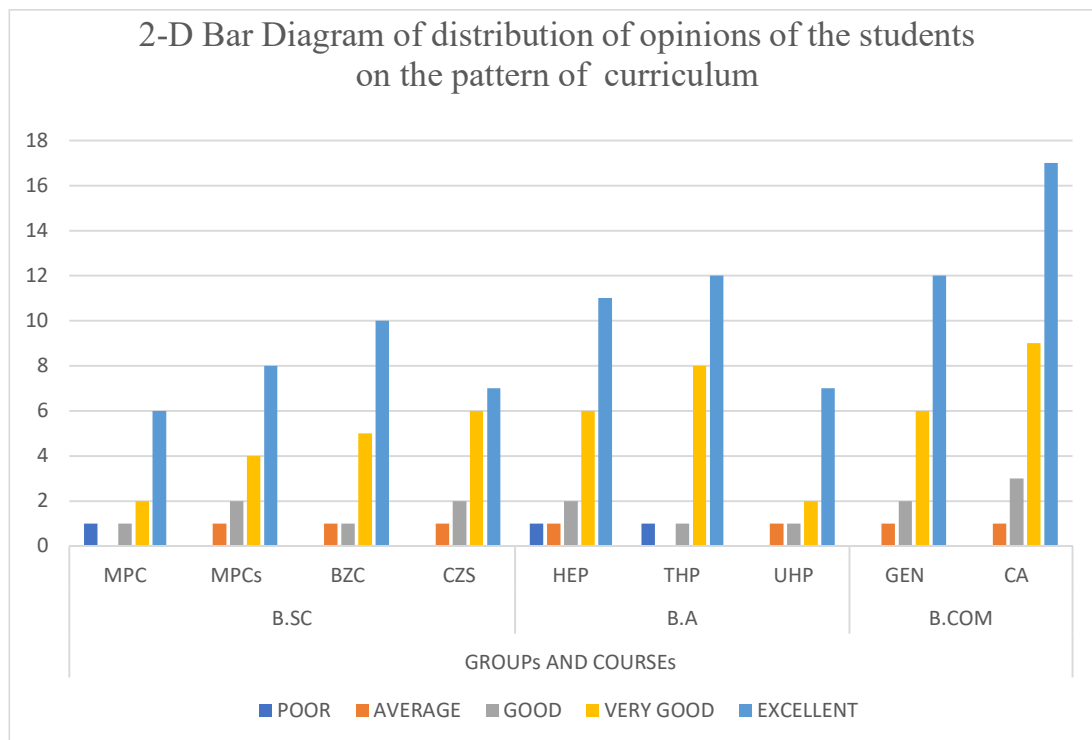


Table.6

Distribution of opinions of students of the college on the rate the academic environment of the college

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	1	1	0	1	0	4
AVERAGE	1	0	1	1	1	0	0	1	1	6
GOOD	1	1	1	1	1	2	0	2	4	13
VERY GOOD	3	5	5	4	7	6	3	6	9	48
EXCELLENT	5	8	10	10	11	13	8	11	16	92
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 6 depicts the distribution of opinions of different students of the college from various groups over three years on the rate of the academic environment of the college. It is obvious from the above table that the majority of the students 92 out of 163 opined that the rate of the academic environment of the college is excellent, following that 48 discourses that the rate of the academic environment of the college is very good, 13 students perceived that the rate of the academic environment of the college is good, six students felt that the rate of the academic environment of the college is average and a very fewer students four out of 163 have expressed their opinion that the rate of the academic environment of the college is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

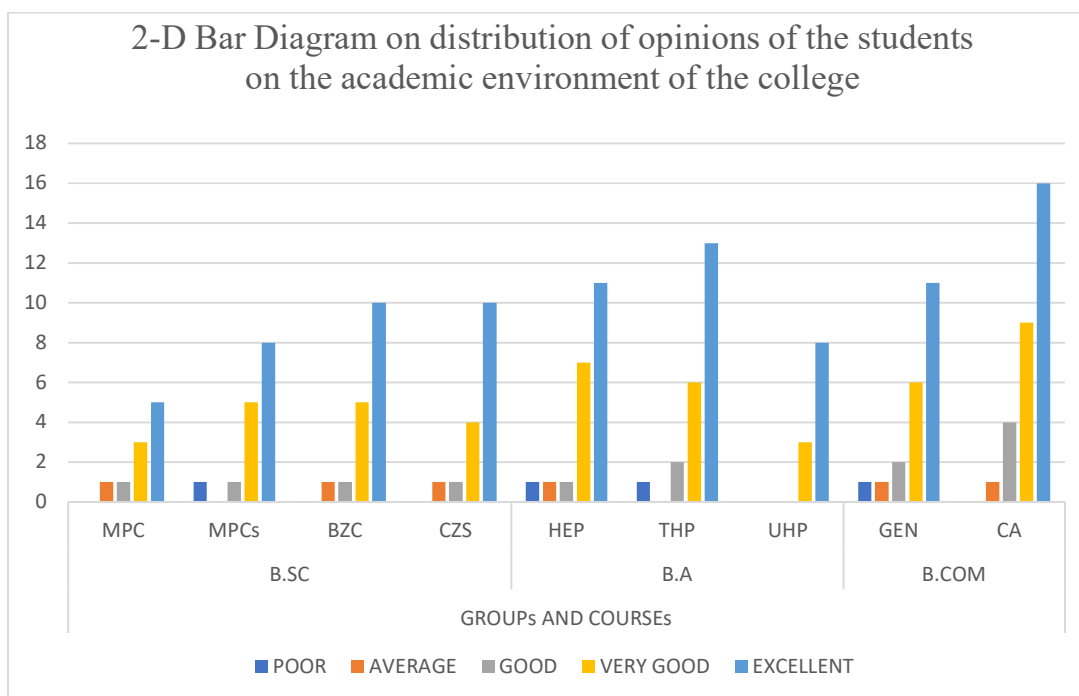


Table.7

Distribution of opinions of students of the college on the coverage of the syllabus

RATING	GROUPS AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	1	1	0	1	0	4
AVERAGE	1	1	1	1	1	0	0	1	1	7
GOOD	2	1	1	1	2	2	0	2	4	15
VERY GOOD	3	4	6	4	7	8	4	7	10	53
EXCELLENT	4	8	9	10	10	11	7	10	15	84
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 7 depicts the distribution of opinions of different students of the college from various groups over three years on the coverage of the syllabus. It is obvious from the above table that the majority of the students 84 out of 163 opined that the coverage of the syllabus is excellent, following 53 discourses that the coverage of the syllabus is very good, 15 students perceived that the coverage of the syllabus is good, seven students felt that the coverage of the syllabus is average and very fewer students four out of 163 expressed their opinion that the coverage of the syllabus is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

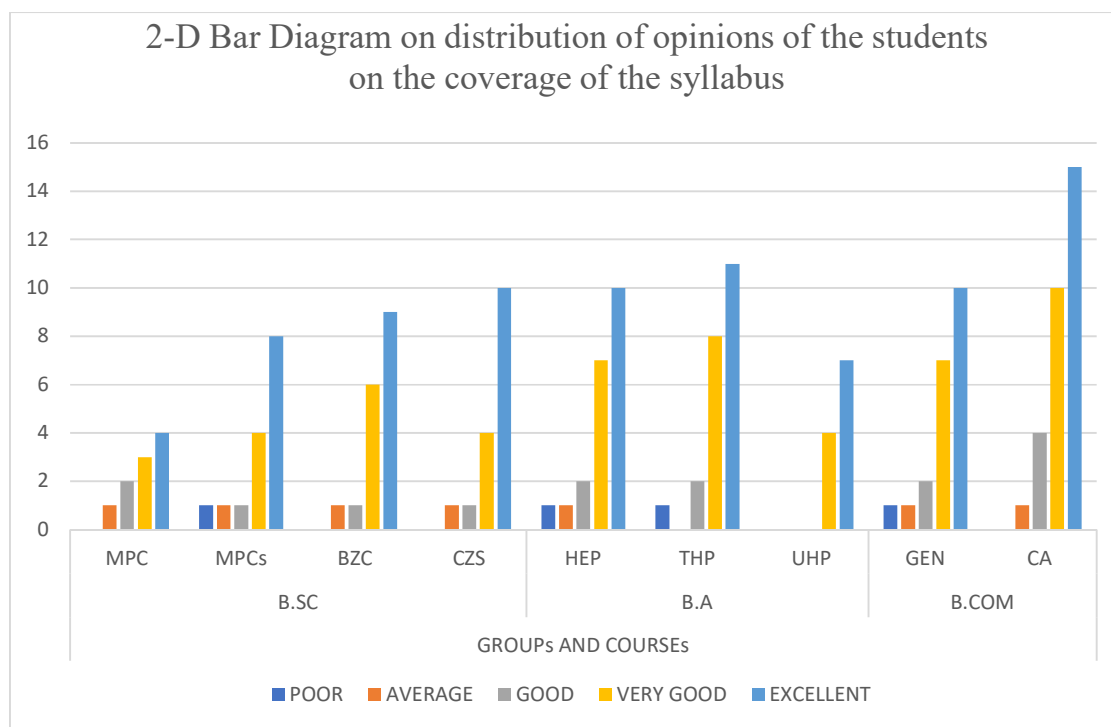


Table.8

Distribution of opinions of students of the college on the adherence to the academic calendar

RATING	GROUPS AND COURSES									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	0	1	1	0	1	0	4
AVERAGE	1	0	1	1	1	0	0	1	1	6
GOOD	1	2	1	2	1	1	1	2	3	14
VERY GOOD	2	3	5	4	6	7	3	6	9	45
EXCELLENT	6	9	10	9	12	13	7	11	17	94
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 8 depicts the distribution of opinions of different students of the college from various groups over three years on the adherence to the academic calendar. It is obvious from the above table that the majority of the students 94 out of 163 opined that the adherence to the academic calendar is excellent, 45 discoursed that the adherence to the academic calendar is very good, 14 students perceived that the adherence to the academic calendar is good, six students felt that the adherence to the academic calendar is average and very fewer students four out of 163 expressed their opinion that the adherence to the academic calendar is poor. The above-mentioned data is presented in a 3-D Bar Diagram below.

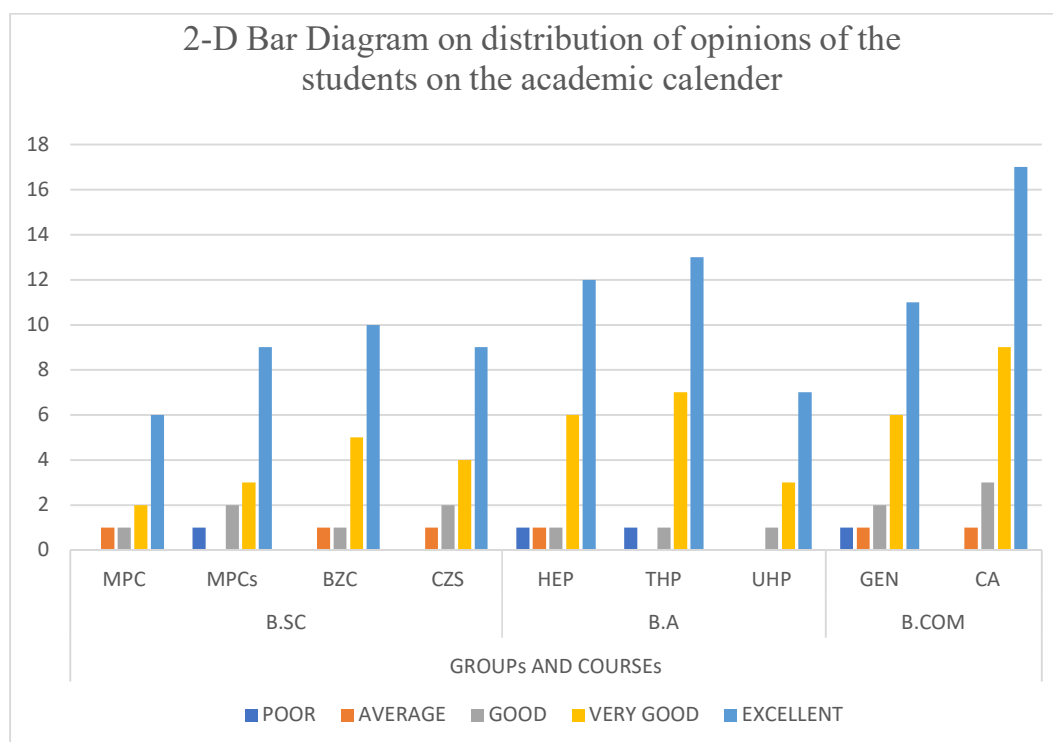


Table.9

Distribution of opinions of students of the college on the library facilities

RATING	GROUPS AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	1	0	0	0	1	1	0	1	0	4
AVERAGE	0	1	1	1	1	0	1	1	1	7
GOOD	2	3	2	2	2	2	1	3	4	21
VERY GOOD	2	4	5	5	6	7	3	7	9	48
EXCELLENT	5	7	9	8	11	12	6	9	16	83
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 9 depicts the distribution of opinions of different students of the college from various groups over three years on the library facilities. It is obvious from the above table that the majority of the students 83 out of 163 opined that the library facilities are excellent, following that 48 discourses that the library facilities are very good, 21 students perceived that the library facilities are good, seven students felt that the library facilities is average and very fewer students four out of 163 expressed their opinion that the library facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

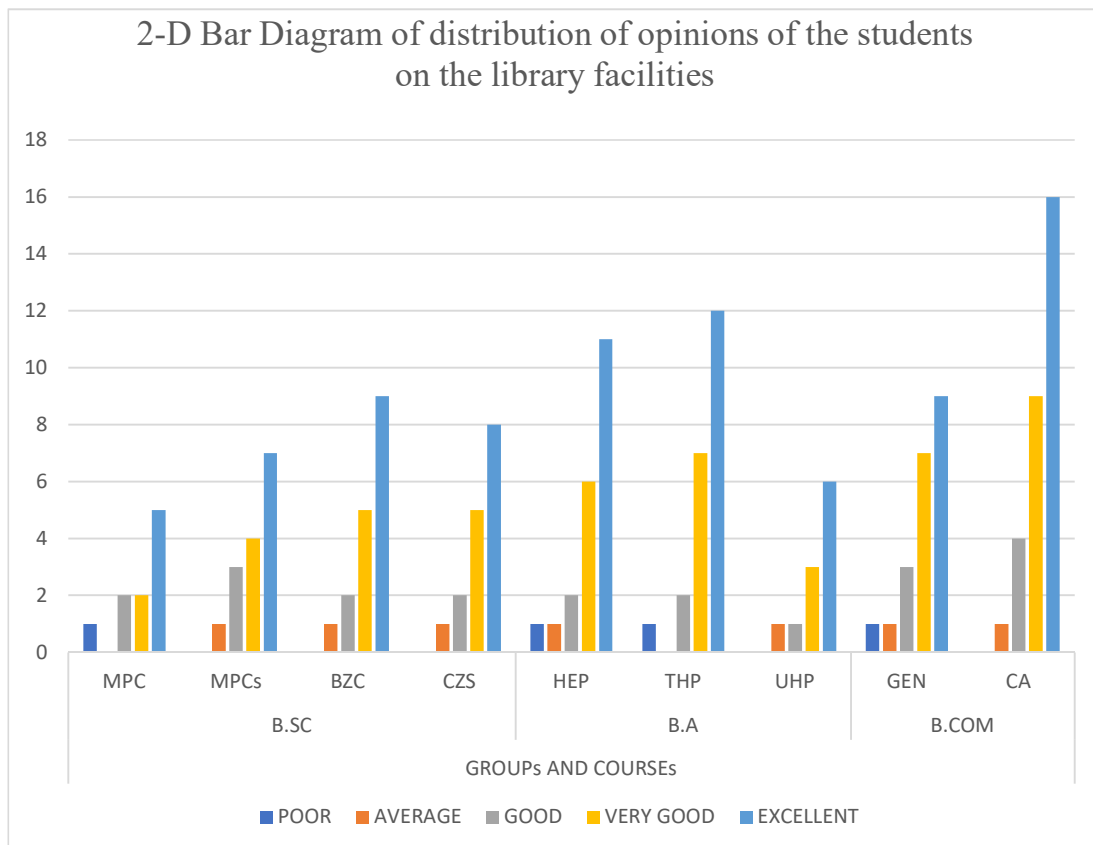


Table.10

Distribution of opinions of students of the college on the lab facilities

RATING	GROUPS AND COURSEs									TOTAL
	B.SC				B.A.,			B.COM		
	MPC	MPCs	BZC	CZS	HEP	THP	UHP	GEN	CA	
POOR	0	1	0	1	1	1	0	1	0	5
AVERAGE	1	0	1	1	1	1	0	1	1	7
GOOD	2	1	1	2	3	1	1	2	4	17
VERY GOOD	3	5	6	4	6	6	4	5	8	47
EXCELLENT	4	8	9	8	10	13	6	12	17	87
Total	10	15	17	16	21	22	11	21	30	163

Source: Student Satisfaction Survey Data

Table 10 depicts the distribution of opinions of different students of the college from various groups over three years on the lab facilities. It is obvious from the above table that the majority of the students 87 out of 163 opined that the lab facilities are excellent, 47 discouraged that the lab facilities are very good, 17 students perceived that the lab facilities are good, seven students felt that the lab facilities is average and very fewer students five out of 163 expressed their opinion that the lab facilities is poor. The above-mentioned data is presented in a 2-D Bar Diagram below.

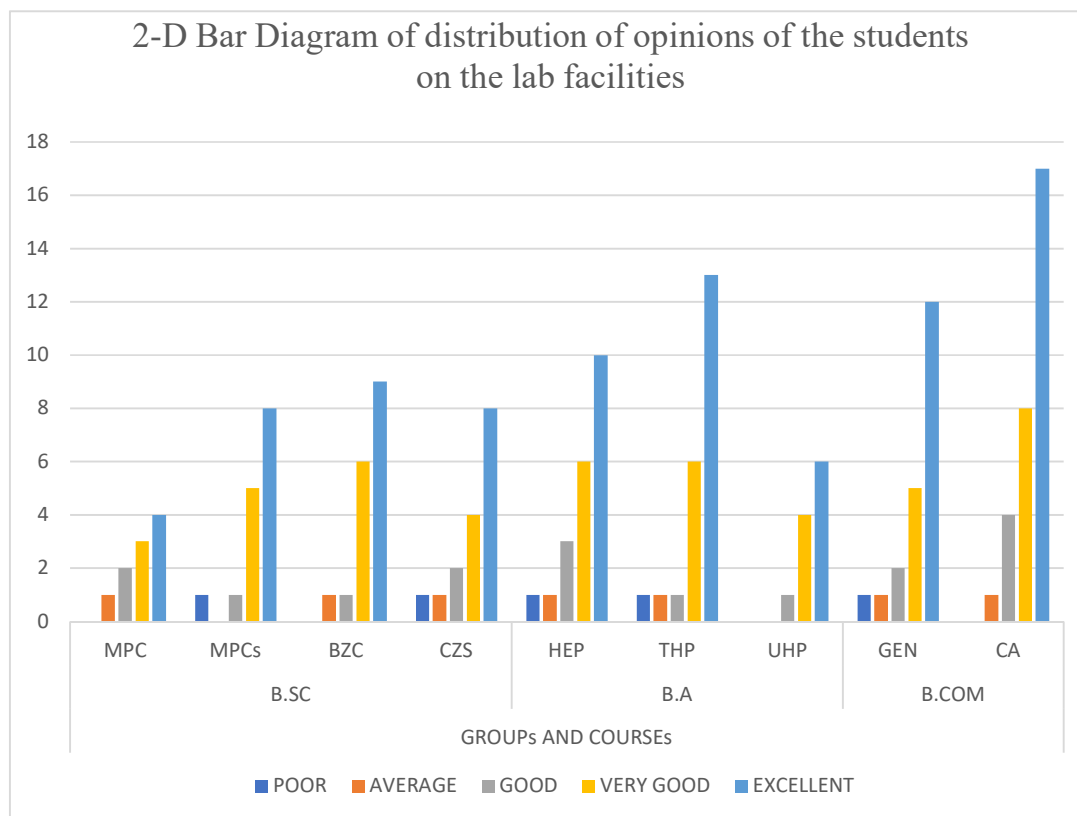


Table.11

Distribution of the alma mater whether the prescribed curriculum design helped them to gain knowledge

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	8	17
NO	1	0	2	3
Total	5	5	10	20

Source: Satisfaction Survey

Table 11 depicts the distribution of opinions of different alma mater of the college and whether the prescribed curriculum design helped them to gain the knowledge or not. It is noticeable from the above table that the majority of the alma mater 17 out of 20 of the college has responded that the prescribed curriculum design helped them to gain the knowledge and only three discoursed that the prescribed curriculum design couldn't help them to gain the knowledge. The above data is presented in a 3-D Bar Diagram below.

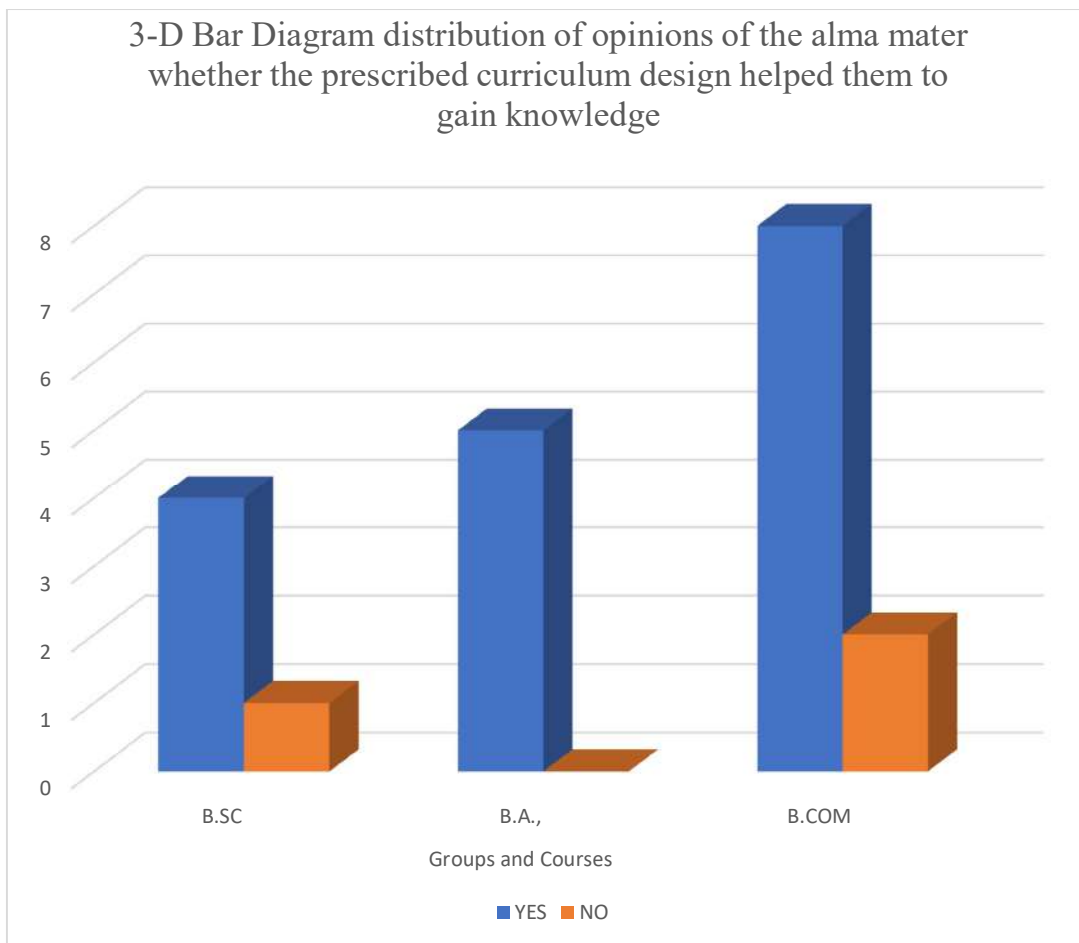


Table.12

Distribution of the alma mater whether the course structure relevant to progress for the higher levels

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	4	9	18
NO	0	1	1	2
Total	5	5	10	20

Source: Satisfaction Survey

Table 12 portrays the distribution of opinions of different alma mater of the college and whether the course structure is relevant to progress for the higher levels or not. It is perceptible from the above table that the majority of the alma mater 18 out of 20 of the college has responded that the course structure was relevant to progress for the higher levels and only two discoursed that the course structure was not relevant to progress for the higher levels. The above data is presented in a 3-D Bar Diagram below.

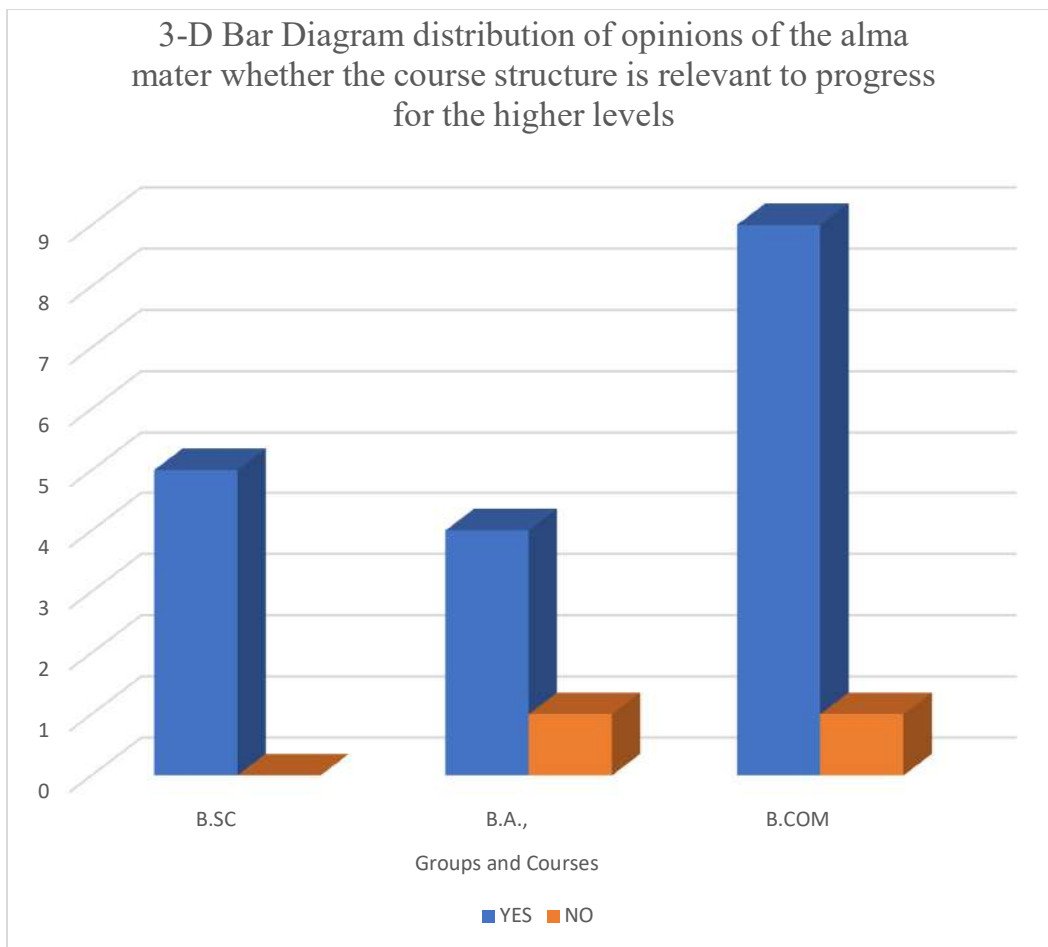


Table.13

Distribution of the alma mater whether the course design applicable to real-life situations

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	3	5	7	15
NO	2	0	3	5
Total	5	5	10	20

Source: Satisfaction Survey

Table 13 portrays the distribution of opinions of different alma mater of the college and whether the course design applies to real-life situations or not. It is perceptible from the above table that the majority of the alma mater 15 out of 20 of the college has responded that the course design applies to real-life situations and only five discouraged that the course design applies to real-life situations. The above data is presented in a 3-D Bar Diagram below.

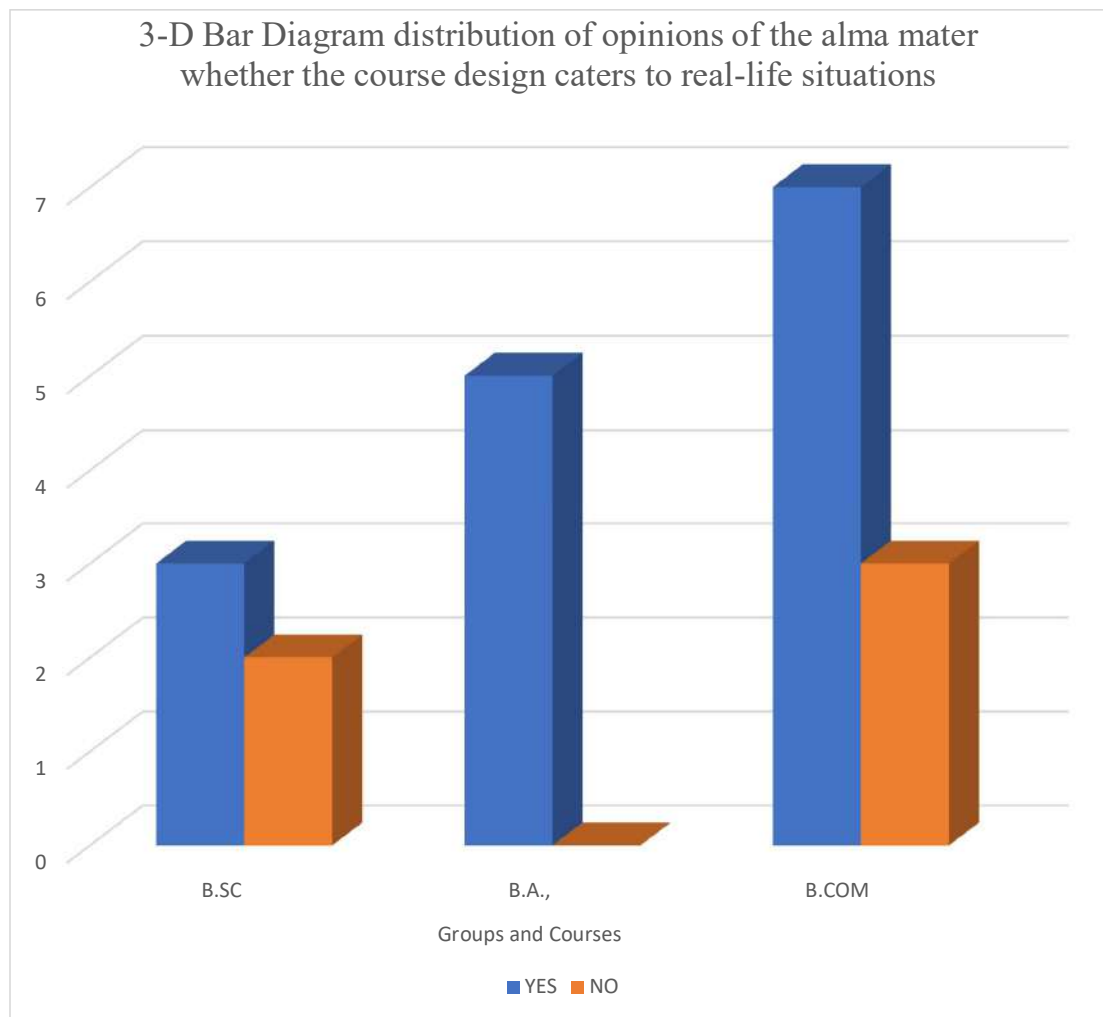


Table.14

Distribution of the alma mater whether the course structure evokes research aptitude

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	2	3	6	11
NO	3	2	4	9
Total	5	5	10	20

Source: Satisfaction Survey

Table 14 portrays the distribution of opinions of different alma mater of the college and whether the course structure evokes research aptitude or not. It is obvious from the above table that the majority of the alma 11 out of 20 of the college have responded that the course structure evokes the research aptitude and only nine discoursed that the course structure couldn't evoke the research aptitude. The above data is presented in a 3-D Bar Diagram below.

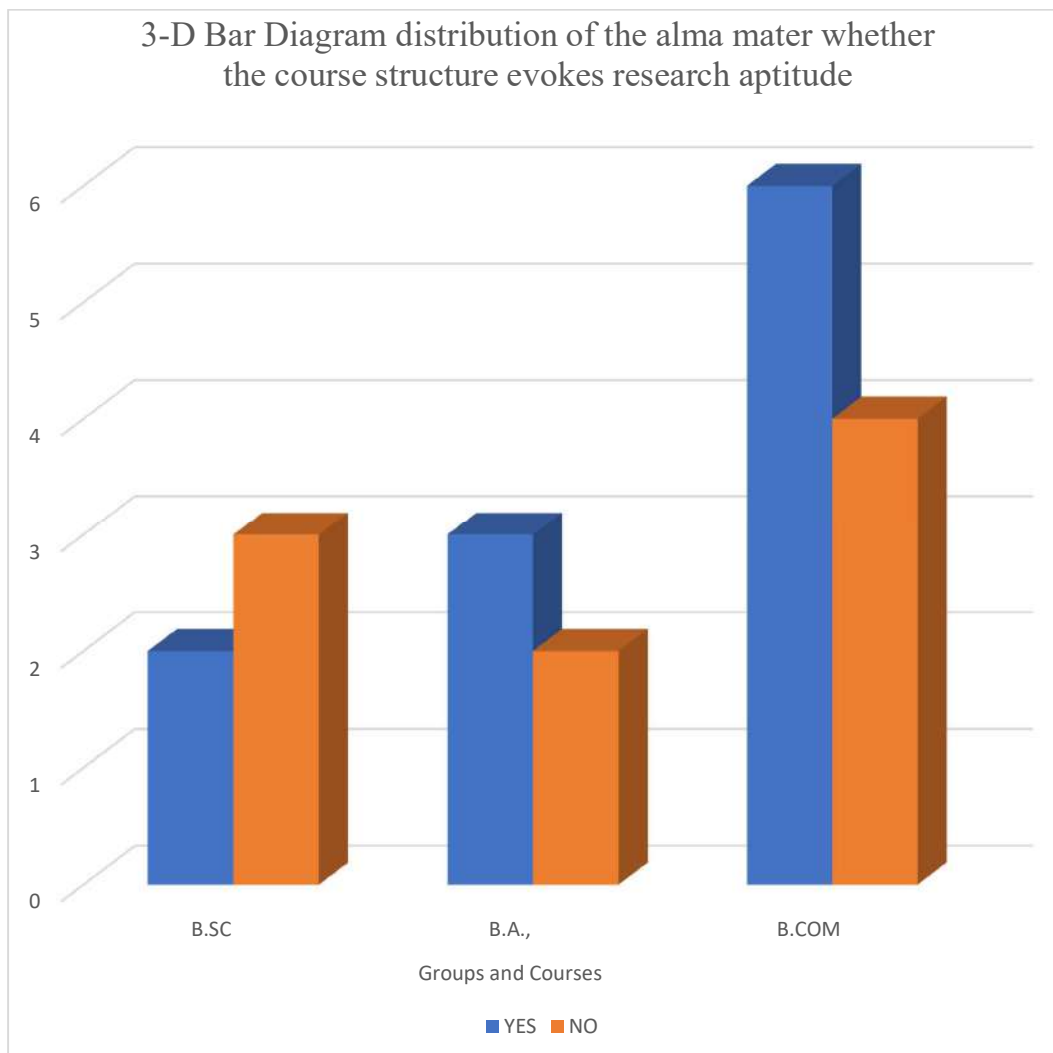


Table.15

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to self-employment

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	3	8	15
NO	1	2	2	5
Total	5	5	10	20

Source: Satisfaction Survey

Table 15 shows the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to self-employment or not. It is visible from the above table that the majority of the alma mater 15 out of 20 of the college has responded that the course structure is helpful for them to adapt themselves to self-employment and only nine discouraged that the course design couldn't apply to real-life situations. The above data is presented in a 3-D Bar Diagram below.

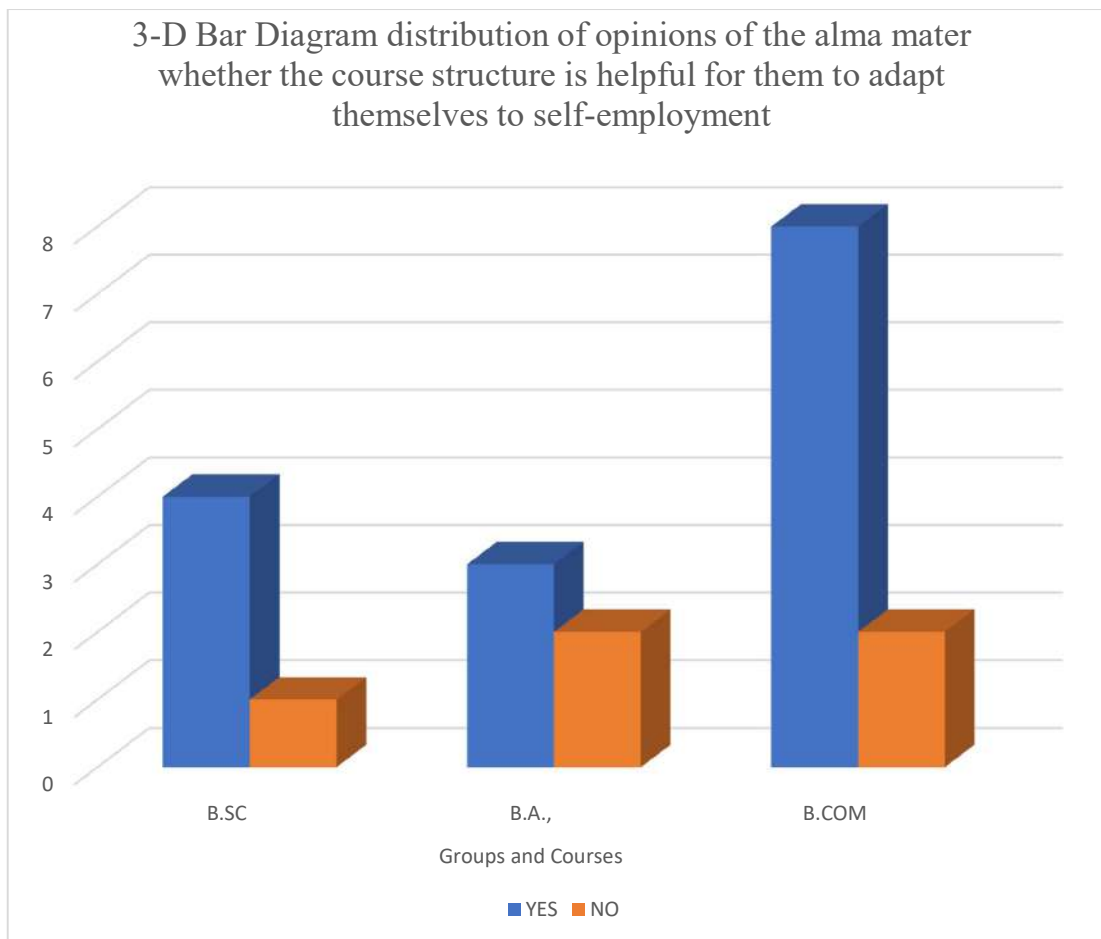


Table.16

Distribution of the alma mater and whether the course structure is helpful for them to adapt themselves to their career

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	4	5	9	18
NO	1	0	1	2
Total	5	5	10	20

Source: Satisfaction Survey

Table 16 reveals the distribution of opinions of different alma mater of the college on whether the course structure is helpful for them to adapt themselves to their career or not. It is noticeable from the above table that the majority of the alma 18 out of 20 the college have responded that the course structure was helpful for them to adapt themselves to their career and only two discoursed that the course structure wasn't helpful for them to adapt themselves to their career. The above data is presented in a 3-D Bar Diagram below.

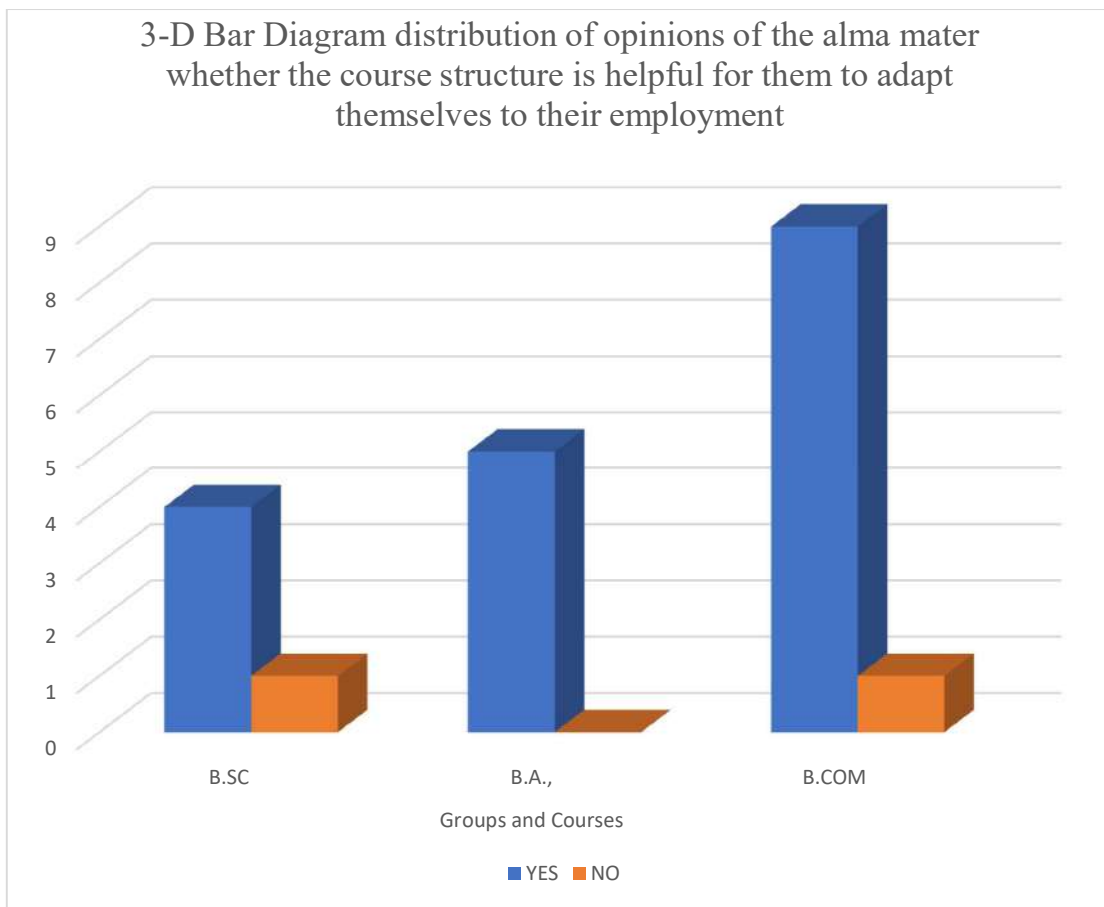


Table.17

Distribution of perceptions of parents on whether they are satisfied with the course and group that their ward was studying

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	5	7	18
NO	1	2	3	6
Total	7	7	10	24

Source: Satisfaction Survey

Table 17 represents the distribution of perceptions of parents of the students of the college on whether they are satisfied with the course and group that their wards were studying or not. It is visible from the above table that the majority of the parents of the students of the college 18 out of 24 have responded that they were satisfied with the course and group that their wards were studying and only six discouraged that they were not satisfied with the course and group that their wards were studying. The above data is presented in a 2-D Bar Diagram below.

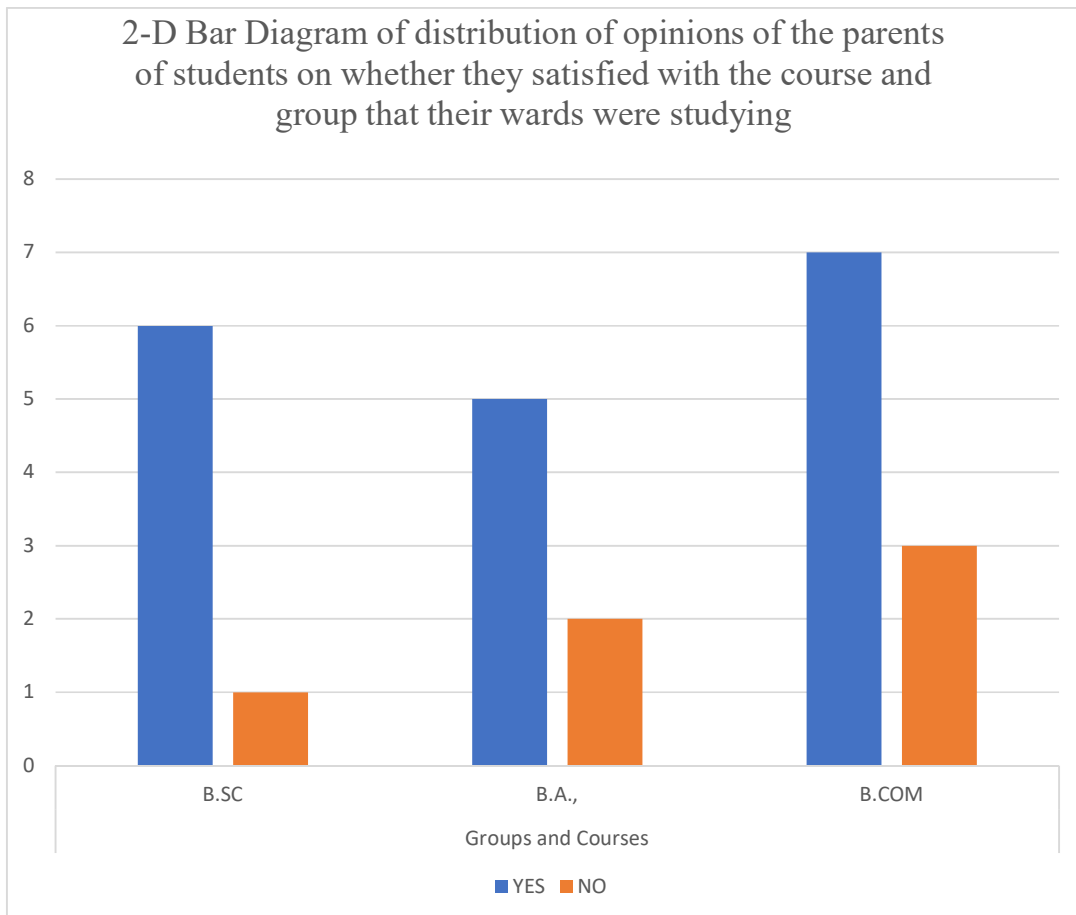


Table.18

Distribution of perceptions of parents on whether they feel that the curriculum that was formulated would cater to the employer's requirements

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	9	22
NO	0	1	1	2
Total	7	7	10	24

Source: Satisfaction Survey

Table 18 characterizes the distribution of perceptions of parents of the students of the college on whether they feel that the curriculum that was formulated would cater to the employer's requirements or not. It is visible from the above table that the majority of the parents of the students of the college 22 out of 24 have responded that they feel that the curriculum that was formulated would cater to the employer's requirements and only two discouraged that they feel that the curriculum that was formulated wouldn't cater the employer's requirements. The above data is presented in a 2-D Bar Diagram below.

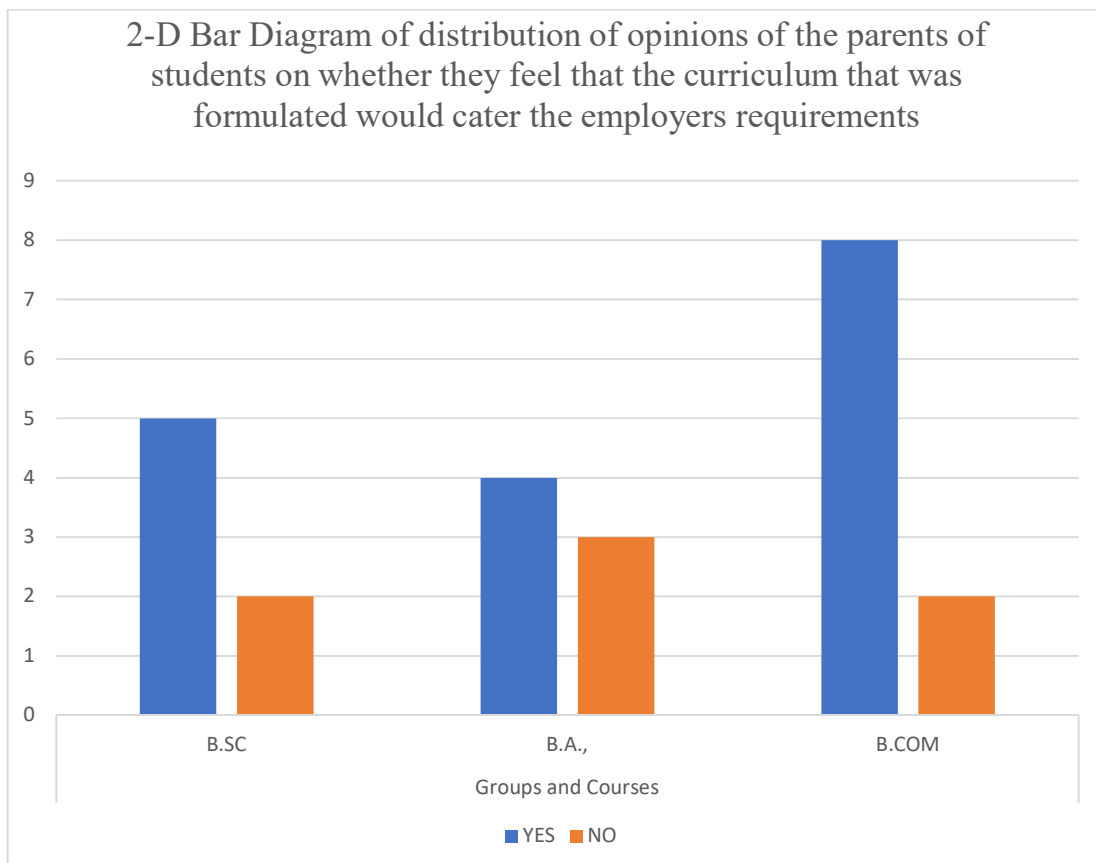


Table.19

Distribution of perceptions of parents on whether they think that the curriculum helps their ward to develop professional skills

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	5	4	8	17
NO	2	3	2	7
Total	7	7	10	24

Source: Satisfaction Survey

Table 19 represents the distribution of perceptions of parents of the students of the college on whether they think that the curriculum helps their ward to develop professional skills or not. It is visible from the above table that the majority of the parents of the students of the college 17 out of 24 have responded that they think that the curriculum helps their ward to develop professional skills and only seven discouraged that they think that the curriculum couldn't help their ward to develop the professional skills. The above data is presented in a 2-D Bar Diagram below.

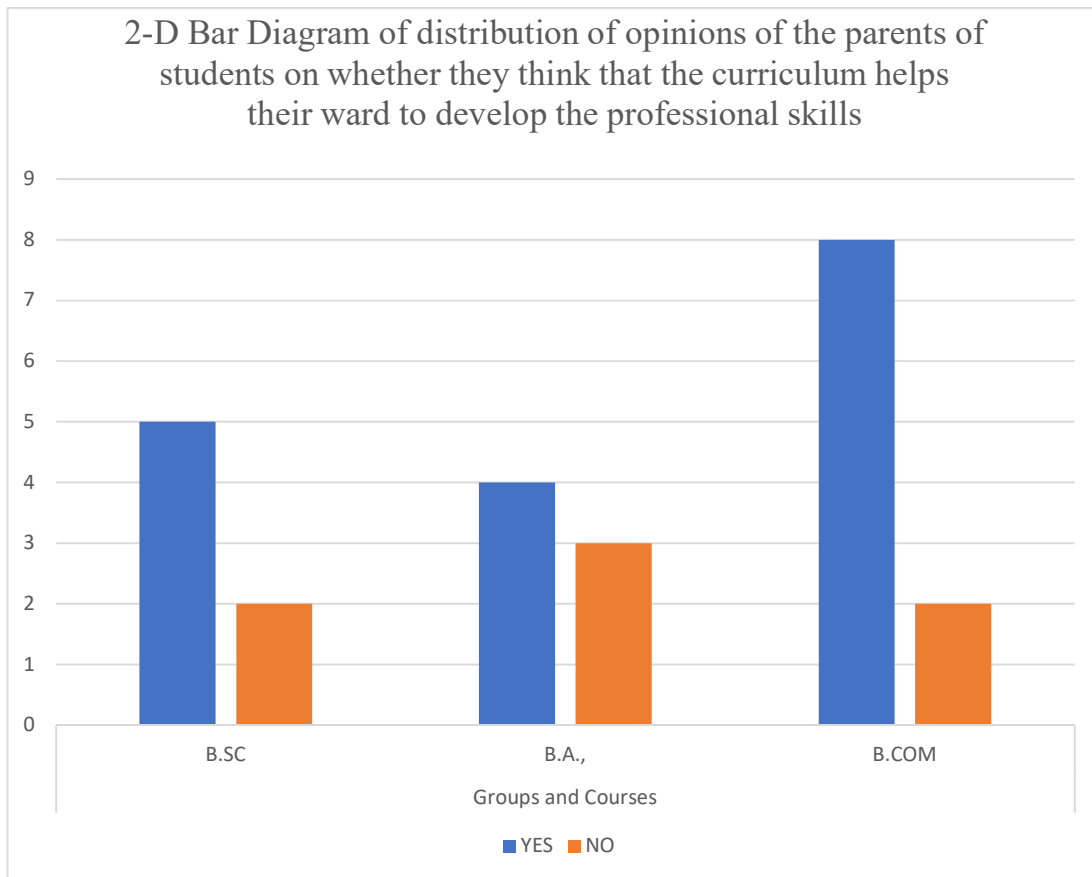


Table.20

Distribution of perceptions of parents on whether they appoint that the curriculum would help in the all-round development of their ward

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	7	6	7	20
NO	0	1	3	4
Total	7	7	10	24

Source: Satisfaction Survey

Table 20 represents the distribution of perceptions of parents of the students of the college on whether they believe that the curriculum would help in the all-round development of their ward or not. It is visible from the above table that the majority of the parents of the students of the college 20 out of 24 have responded that they appoint that the curriculum would help in the all-round development of their ward and only four discouraged that they wouldn't accept that the curriculum would help in the all-round development of their ward. The above data is presented in a 2-D Bar Diagram below.

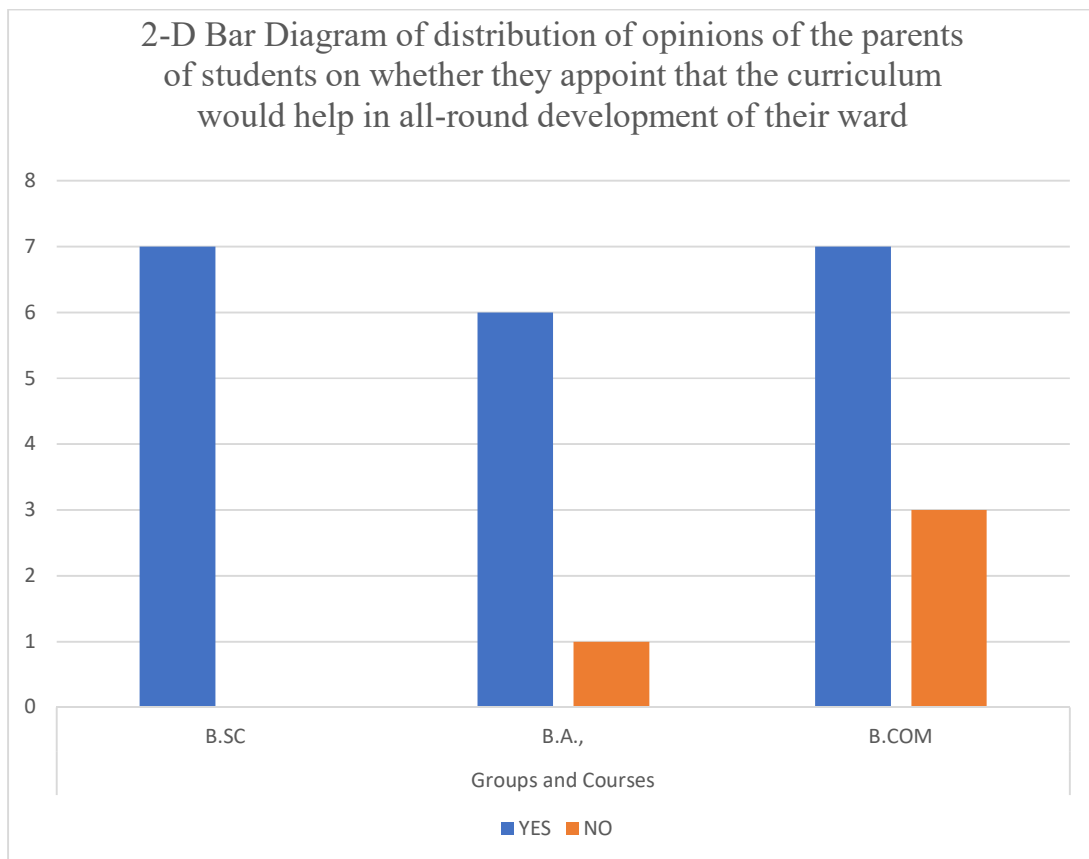


Table.21

Distribution of perceptions of parents on whether they would like to add any topic to the existing curriculum

RESPONSE	Groups and Courses			TOTAL
	B.SC	B.A.,	B.COM	
YES	6	7	9	22
NO	1	0	1	2
Total	7	7	10	24

Source: Satisfaction Survey

Table 21 represents the distribution of perceptions of parents of the students of the college on whether they would like to add a topic to the existing curriculum or not. It is visible from the above table that the majority of the parents of the students of the college 22 out of 24 have responded that they would like to add a topic to the existing curriculum and only two discussed that they wouldn't like to add a topic to the existing curriculum. The above data is presented in a 2-D Bar Diagram below.

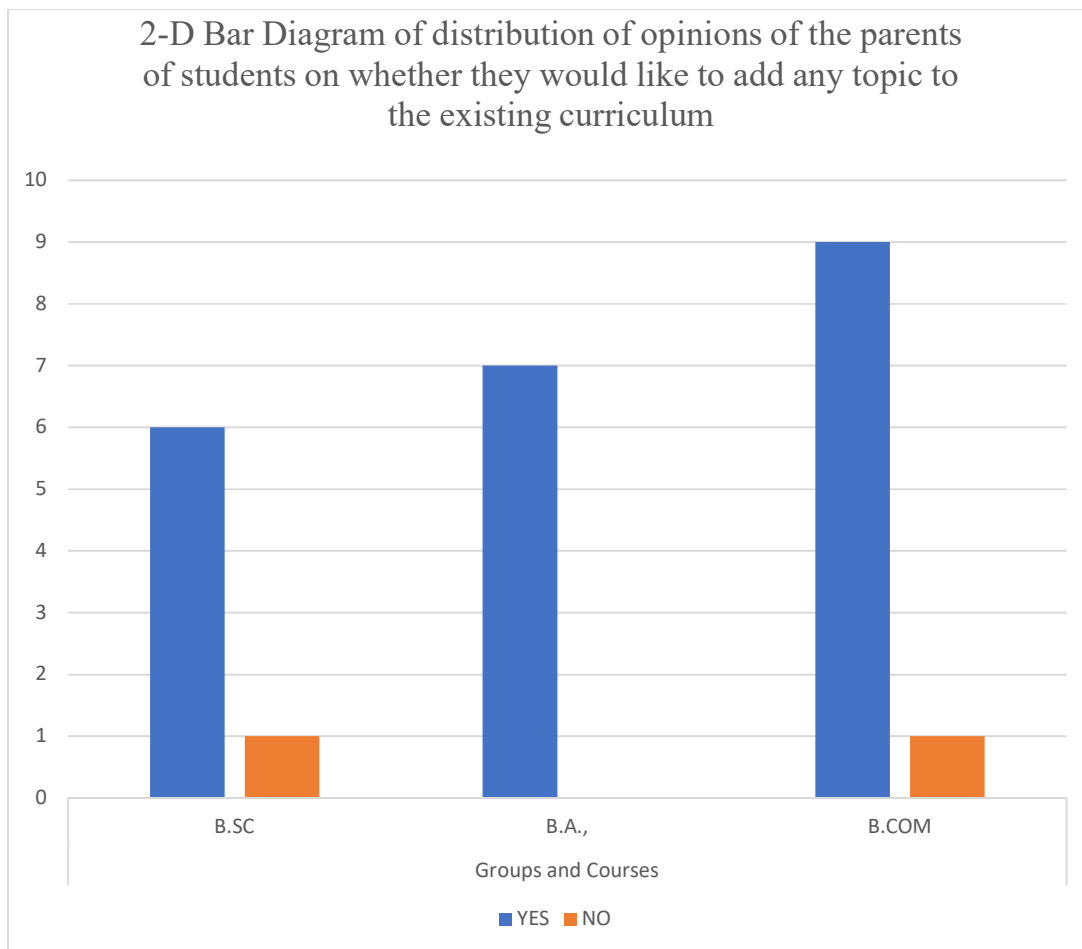


Table.22

Distribution of opinions of employers on technical skills for employability

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	3	4	5	3	15
NEED TO IMPROVE	1	1	1	0	3
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 22 characterizes the distribution of opinions of employers on technical skills for employability. It is evident from the above table that the majority of the employers 15 out of 18 have responded that the technical skills for employability were satisfactory and three suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

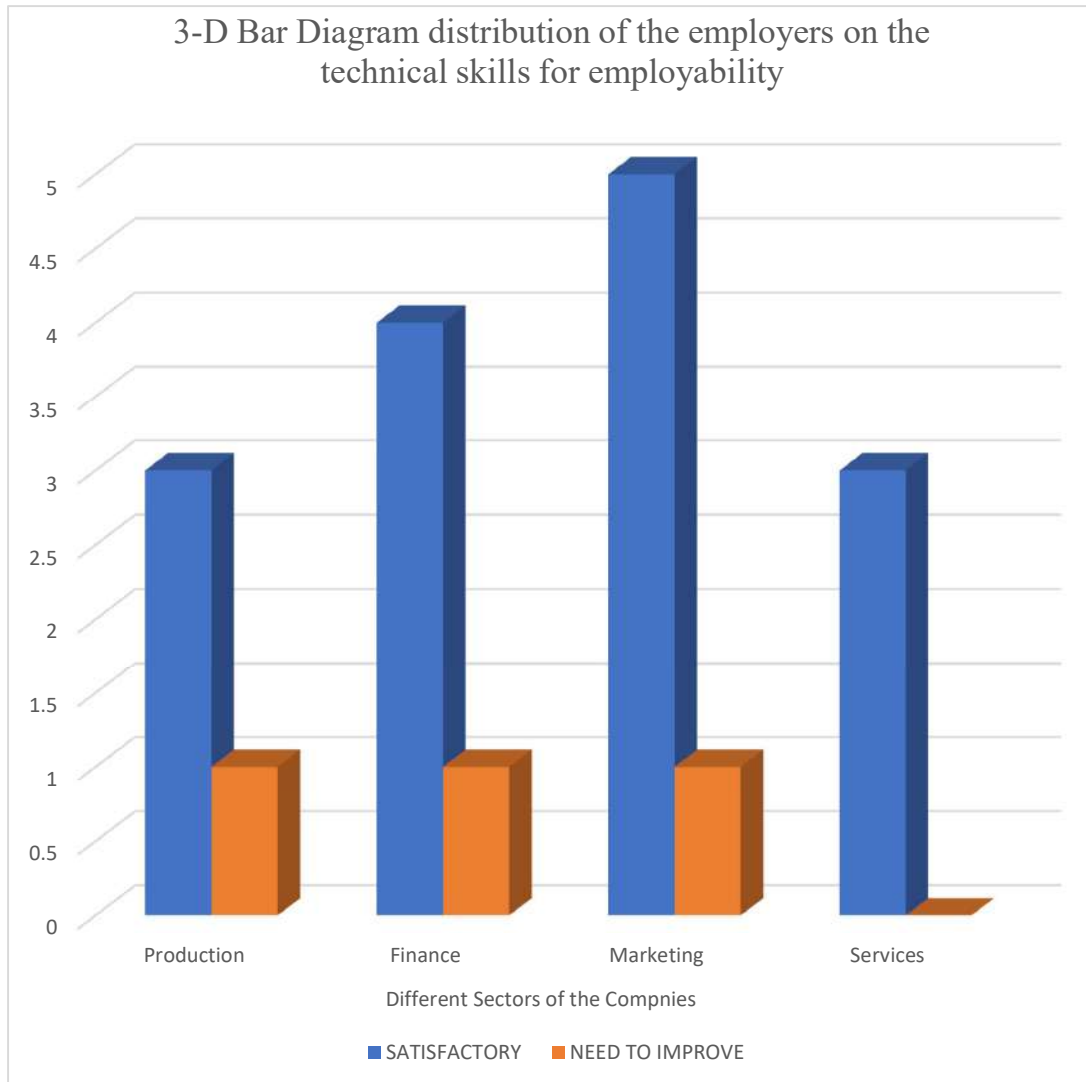


Table.23

Distribution of opinions of employers on the sufficiency of theoretical background and practical applications

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	2	5	4	3	14
NEED TO IMPROVE	2	0	2	0	4
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 23 characterizes the distribution of opinions of the employers on the theoretical background and practical applications. It is evident from the above table that the majority of the employers 14 out of 18 have responded that the technical skills for employability were satisfactory and only four suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

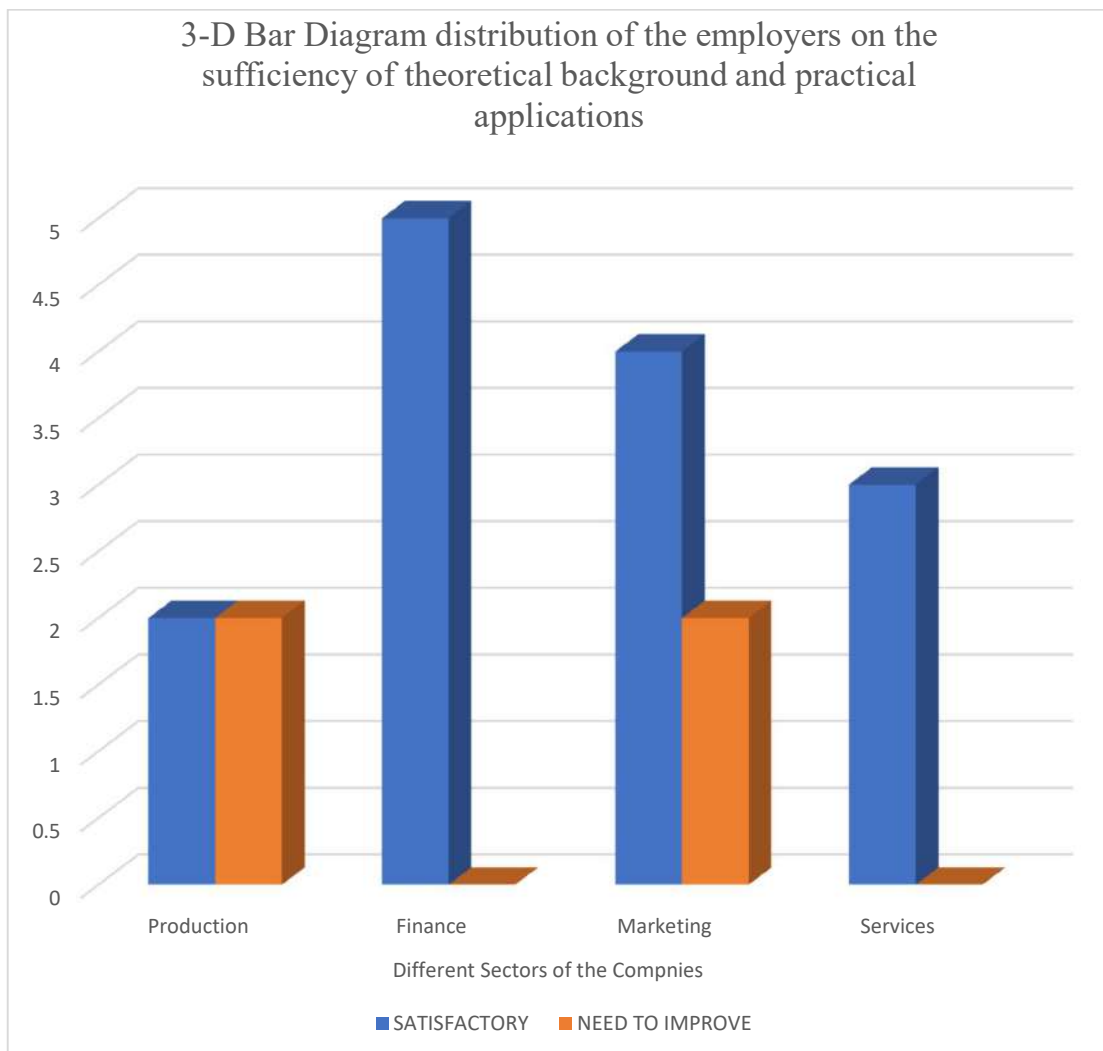


Table.24

Distribution of opinions of employers on creativity and innovation

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	1	5	5	2	13
NEED TO IMPROVE	3	0	1	1	5
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 24 characterizes the distribution of opinions of employers on creativity and innovation. It is evident from the above table that the majority of the employers 13 out of 18 have responded that the creativity and innovation were satisfactory and five suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

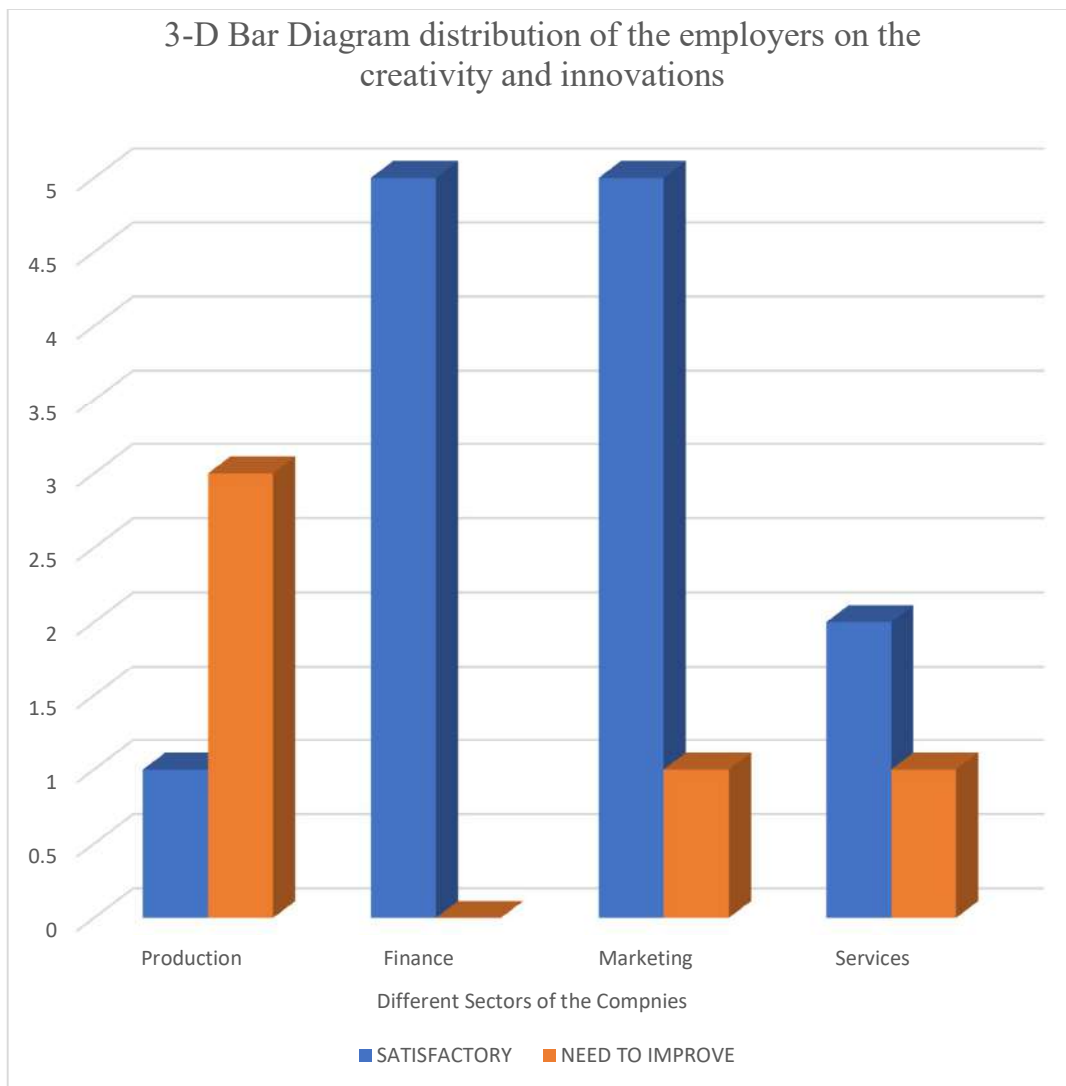


Table.25

Distribution of opinions of employers on the relevance of course content

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	0	5	5	3	13
NEED TO IMPROVE	4	1	1	1	4
TOTAL	4	5	5	3	17

Source: Satisfaction Survey

Table 25 characterizes the distribution of opinions of employers on the relevance of course content. It is evident from the above table that the majority of the employers 13 out of 20 have responded that the relevance of course content was satisfactory and six suggested that there is a need to improve. The above data is presented in a 2-D Bar Diagram below.

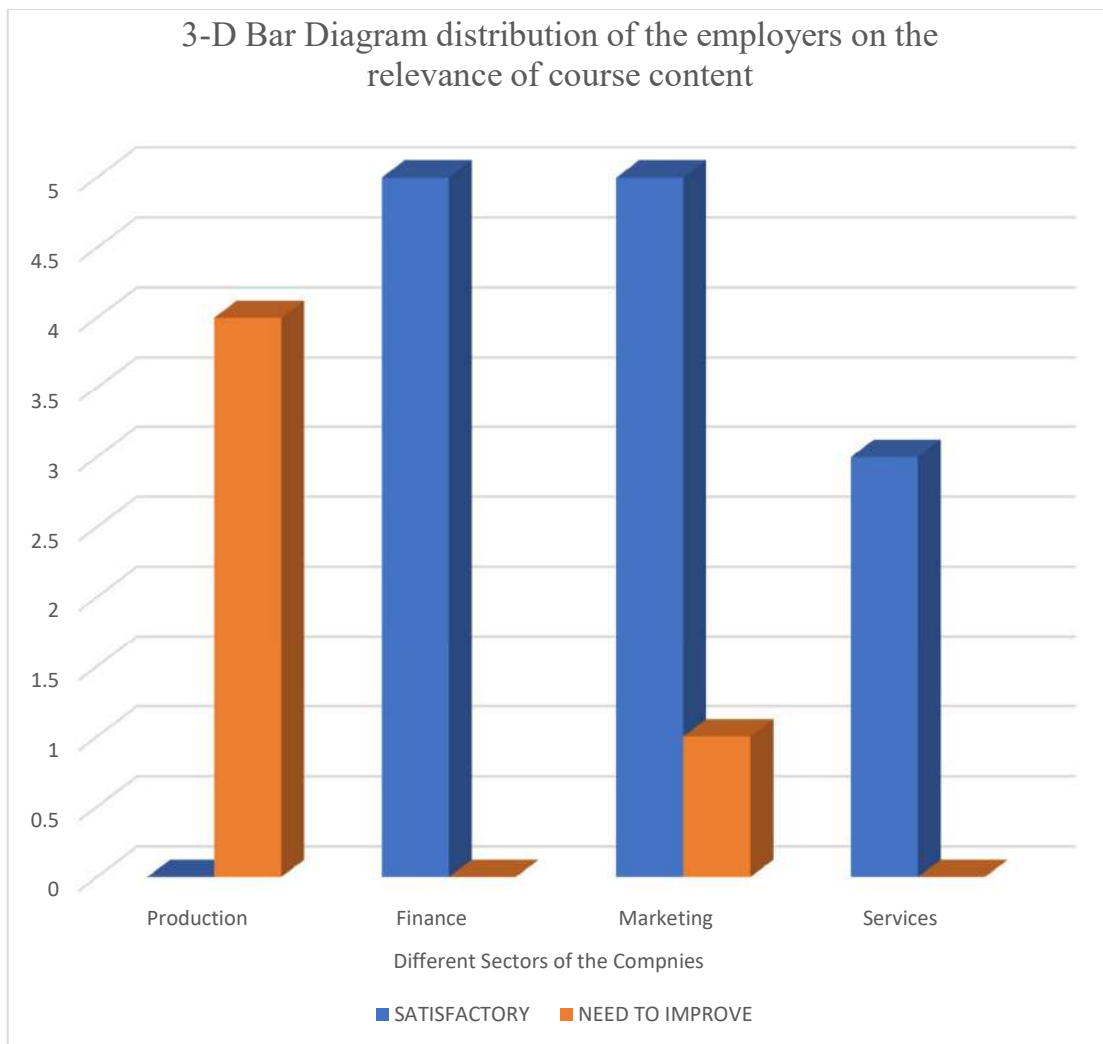


Table.26

Distribution of opinions of employers on soft skills and communication skills

RESPONSE	Different Sectors of the Companies				TOTAL
	Production	Finance	Marketing	Services	
SATISFACTORY	4	4	6	2	16
NEED TO IMPROVE	0	1	0	1	2
TOTAL	4	5	6	3	18

Source: Satisfaction Survey

Table 26 characterizes the distribution of opinions of employers on soft skills and communication skills. It is evident from the above table that the majority of the employers 16 out of 18 have responded that the soft skills and communication skills were satisfactory and two suggested that there is a need to improve. The above data is presented in a 3-D Bar Diagram below.

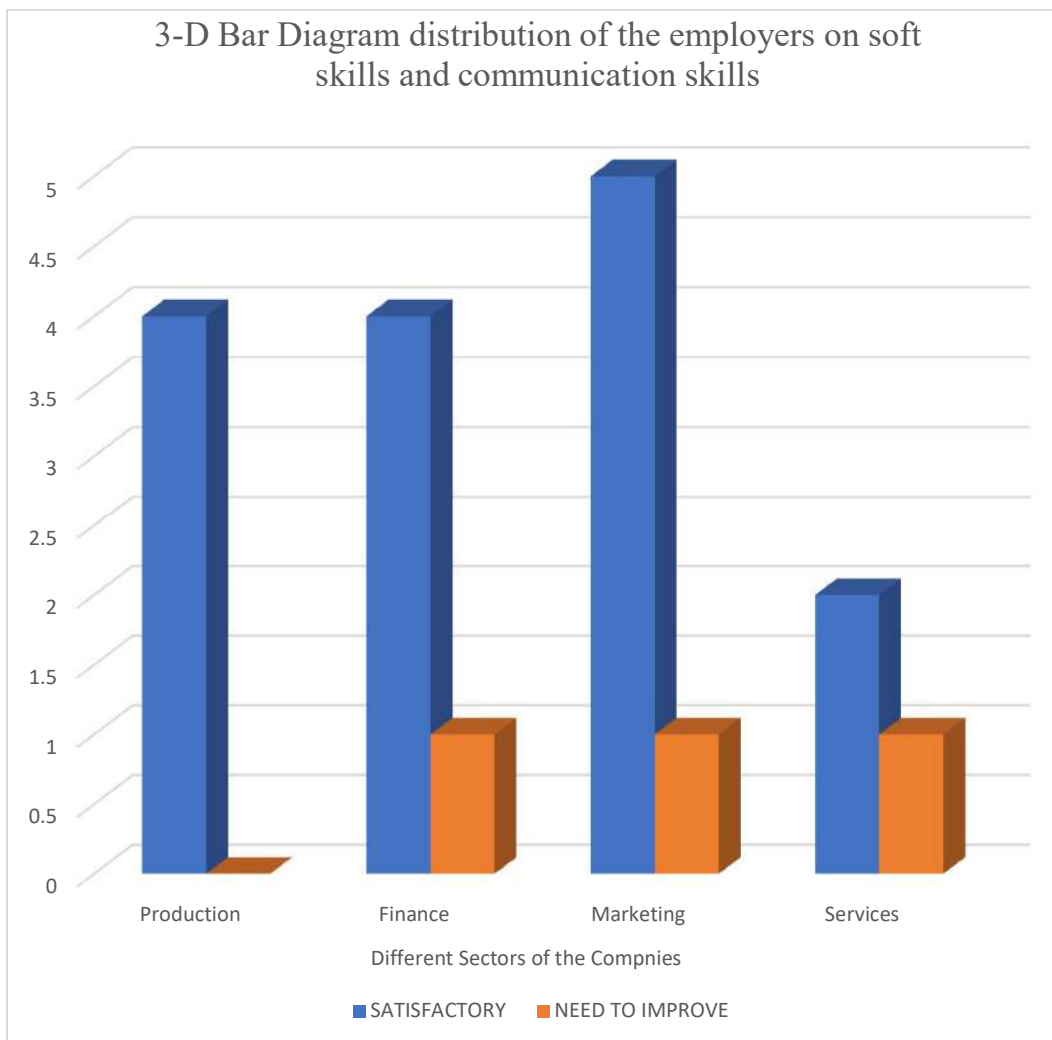


Table.27

Distribution of perceptions of teachers on the course structure is in line with Programme Outcomes in general and programme-specific

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	3	2	2	7
STRONGLY AGREE	4	3	2	9
Total	8	6	4	18

Source: Satisfaction Survey

Table 27 describes the distribution of perceptions of teachers on the course structure in line with the programme outcomes in general and programme-specific. It is evident from the above table that the majority of the teachers nine out of 18 perceived that they strongly agree that the course structure is in line with programme outcomes in general and programme specific, followed by seven teachers perceived that they agree that the course structure is in line with programme outcomes in general and programme specific, in addition to that two teachers perceived that they are neutral on the course structure is in line with programme outcomes in general and programme specific and no teacher were perceived that they disagree and/or strongly disagree that the course structure is in line with programme outcomes in general and programme specific. The above data is presented in a 2-D Bar Diagram below.

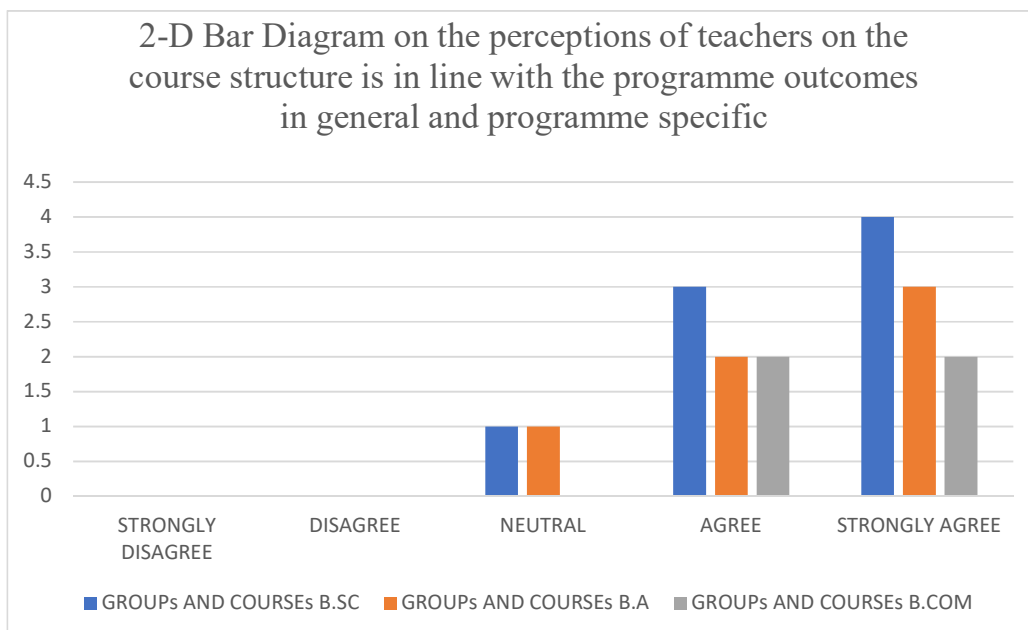


Table.28

Distribution of perceptions of teachers on the course content is relevant to course outcomes

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	0	2
AGREE	2	1	1	4
STRONGLY AGREE	5	4	3	12
Total	8	6	4	18

Source: Satisfaction Survey

Table 28 depicts the distribution of perceptions of teachers on the course content relevant to course outcomes. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree that the course content is relevant to course outcomes, followed by four teachers perceived that they agree that the course content is relevant to course outcomes, in addition to that two teachers perceived that they are neutral on the course content relevant to course outcomes and no teacher were perceived that they disagree and/or strongly disagree that the course content relevant to course outcomes. The above data is presented in a 2-D Bar Diagram below.

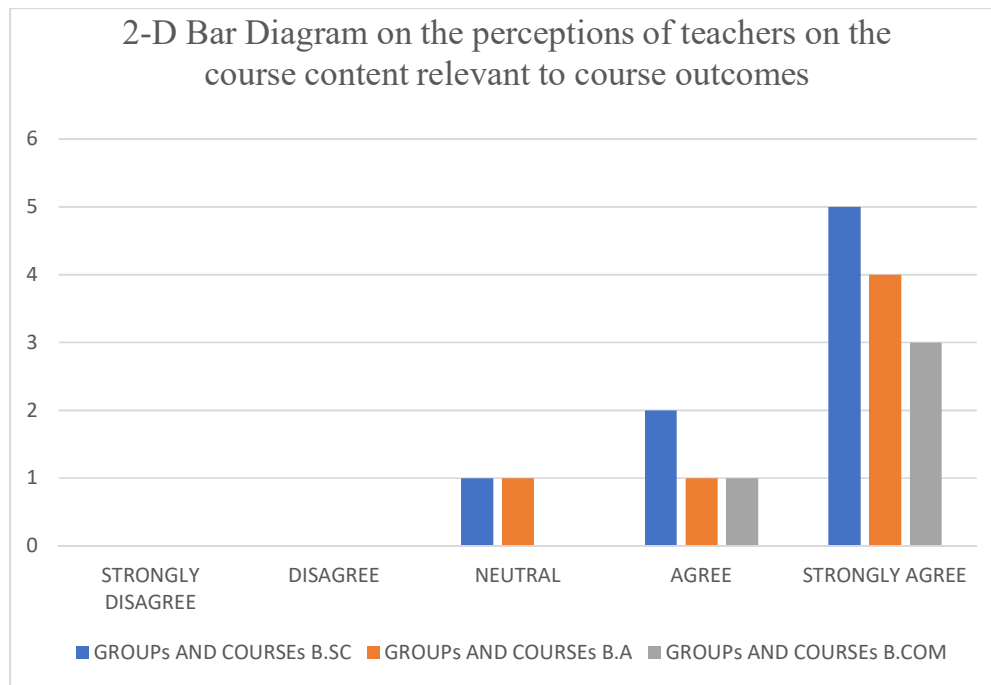


Table.29

Distribution of perceptions of teachers on the course content matches the needs of all levels of learners

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	3	2	1	6
STRONGLY AGREE	5	4	3	12
Total	8	6	4	18

Source: Satisfaction Survey

Table 29 shows the distribution of perceptions of teachers on the course content that matches the needs of all levels of learners. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree that the course content matches the needs of all levels of learners, followed by six teachers perceived that they agree that the course content matches the needs of all levels of learners and no teacher was perceived that they neutral/disagree/strongly disagree that the course content matches the needs of all levels of learners. The above data is presented in a 2-D Bar Diagram below.

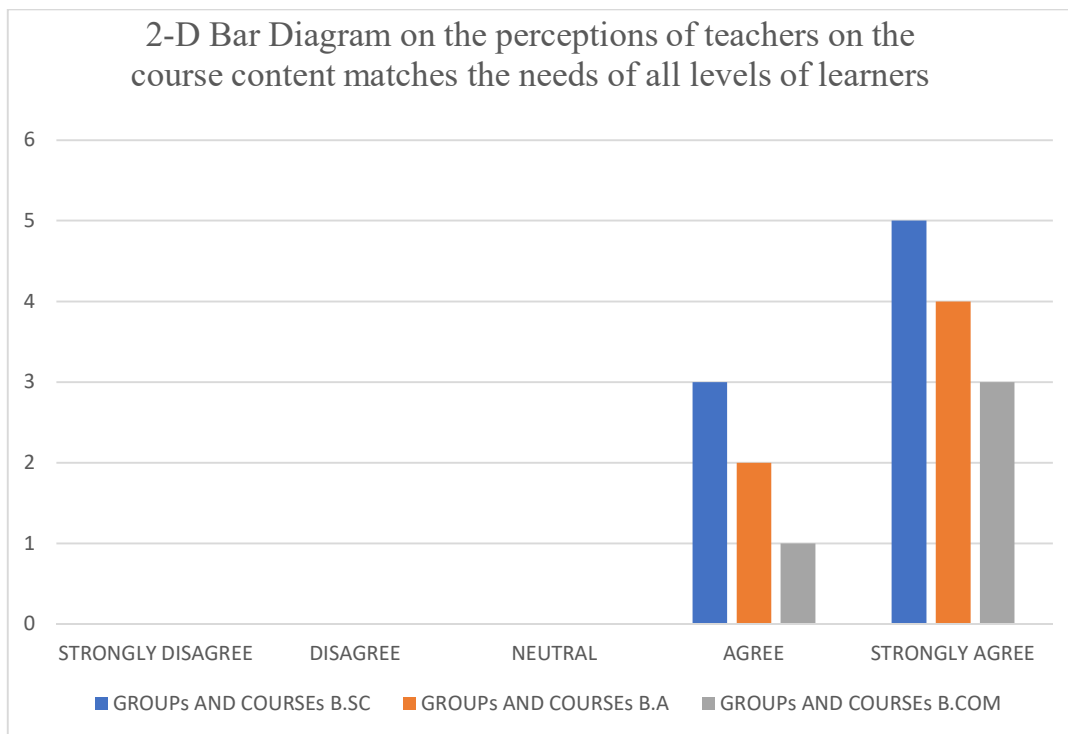


Table.30

Distribution of perceptions of teachers on the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	2	2	2	6
STRONGLY AGREE	6	4	2	12
Total	8	6	4	18

Source: Satisfaction Survey

Table 30 reveals the distribution of perceptions of teachers on the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. It is evident from the above table that the majority of the teachers 12 out of 18 perceived that they strongly agree with the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions, followed by six teachers perceived that they agree that the comfortability to adopt new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions and no teacher was perceived that they are neutral/disagree/strongly disagree that the comfortability of adapting new pedagogical teaching techniques in the stipulated period as planned for curriculum transactions. The above data is presented in a 2-D Bar Diagram below.

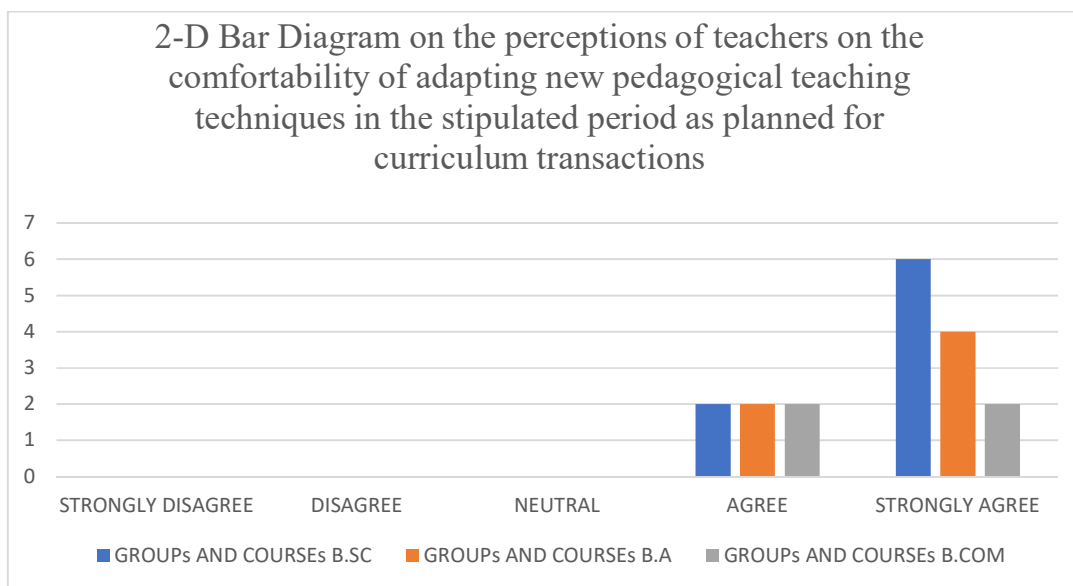


Table.31

Distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	0	0	0	0
AGREE	3	3	1	7
STRONGLY AGREE	5	3	3	11
Total	8	6	4	18

Source: Satisfaction Survey

Table 31 characterises the distribution of perceptions of teachers on the facilitation of ICT-based teaching by the college. It is evident from the above table that the majority of the teachers 11 out of 18 perceived that they strongly agree with the facilitation of ICT-based teaching by the college, followed by seven teachers perceived that they agree that the facilitation of ICT-based teaching by the college and no teacher was perceived that they are neutral/disagree/strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

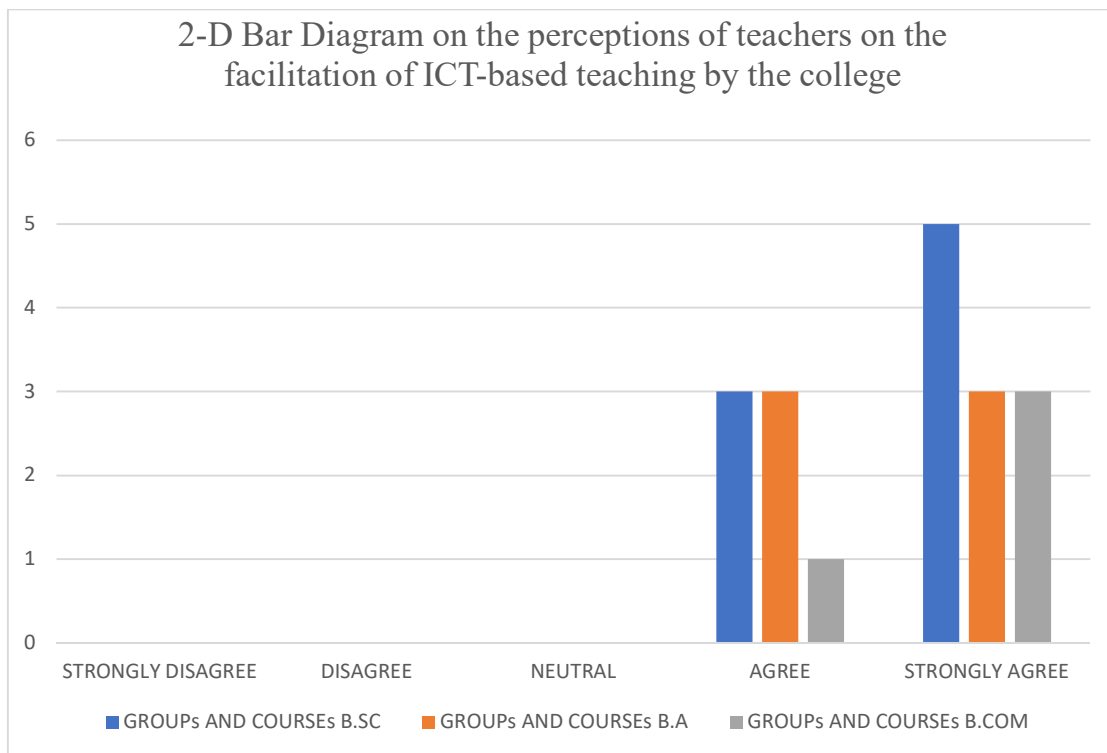


Table.32

Distribution of perceptions of teachers on whether the internal assessment is beneficial and enhances the learning levels of student

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	1	3
AGREE	3	2	1	6
STRONGLY AGREE	4	3	2	9
Total	8	6	4	18

Source: Satisfaction Survey

Table 32 explains the distribution of perceptions of teachers on the internal assessment is beneficial and enhances the learning levels of students. It is evident from the above table that the majority of the teachers nine out of 18 perceived that they strongly agree that the internal assessment is beneficial and enhances the learning levels of students, followed by six teachers perceived that they agree that the internal assessment is beneficial and enhances the learning levels of student, in addition to that three teachers perceived that they are neutral on the internal assessment is beneficial and enhances the learning levels of students and no teacher was perceived that they disagree and/or strongly disagree that the facilitation of ICT-based teaching by the college. The above data is presented in a 2-D Bar Diagram below.

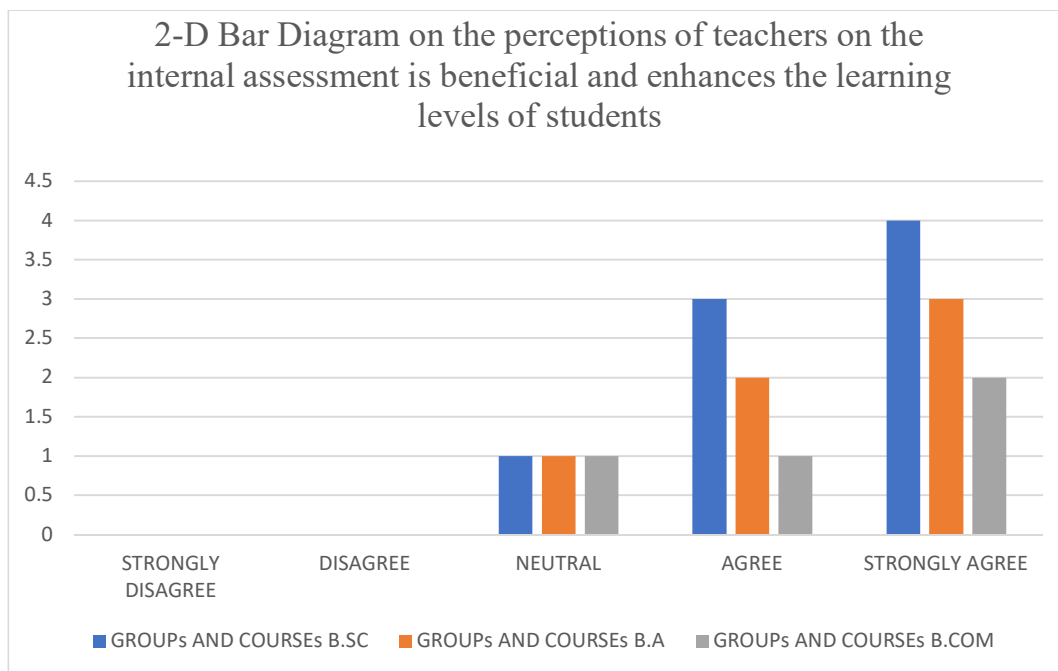


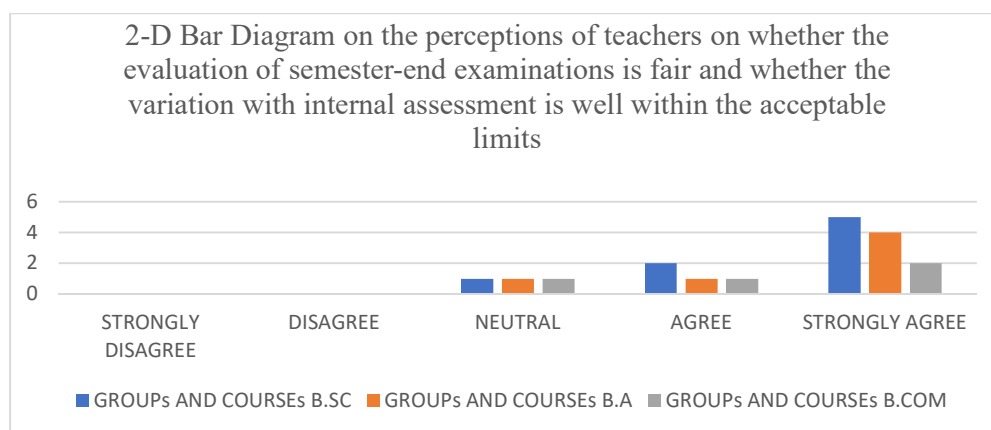
Table.33

Distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and the variation with internal assessment is well within the acceptable limits

PERCEPTIONS OF THE TEACHER	GROUPs AND COURSEs			TOTAL
	B.SC	B.A.,	B.COM	
STRONGLY DISAGREE	0	0	0	0
DISAGREE	0	0	0	0
NEUTRAL	1	1	1	3
AGREE	2	1	1	4
STRONGLY AGREE	5	4	2	11
Total	8	6	4	18

Source: Satisfaction Survey

Table 33 describes the distribution of perceptions of teachers on whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. It is evident from the above table that the majority of the teachers 11 out of 18 perceived they strongly agreed whether the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, followed by four teachers who perceived that they agree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits, in addition to that three teachers perceived that they are neutral on the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits and no teacher was perceived that they disagree and/or strongly disagree that the evaluation of semester-end examinations is fair and whether the variation with internal assessment is well within the acceptable limits. The above data is presented in a 2-D Bar Diagram below.





A handwritten signature in green ink, appearing to be "S. S. S.", written in a cursive style.

PRINCIPAL
STSN GOVERNMENT DEGREE COLLEGE
KADIRI-515 591